

The troubled state of Loyola

-pages 10, 11

Year of Reassessment

It wasn't a typical summer, by any standard. Robert Kennedy was shot, birth control banned, Czechoslovakia imprisoned and Richard Nixon is still lusting for the presidency.

Closer to home, Man and His World bombed, we emptied our pockets to discover major league baseball and urban renewal in Montreal is still under "U" in the encyclopedia. Not to mention the hippie or two Mayor Drapeau gallantly drove out of town.

At Loyola, little changed. The cafeteria still reeks, Fr. Malone is still president and we're still that nice little 'college' somewhere over there in the city's west-end. We've gained a new student president - until the general will decides otherwise - but the Student Association is \$35,000 in debt.

We're beginning a new year. So what type of year will it be?

It won't be a year of great expansion for Loyola - the pain we went through last March will likely recur. Loyola is still broke.

It won't be a year of academic brilliance for Loyola - the athletic complex is still filled, the library still empty and the interest still lacking. We came second-best in hockey, after all.

Possibly, it should be the year of reassessment.

How much longer can we muddle through year after year aspiring some semblance of status, while needed academic reform at Loyola remains an after-thought? We are still a college in fact, as well as in name.

How much longer can we continue without change - radical change - in the manner our institution is evolving. Not only because of the administration, but because of the faculty and, very significantly, the student body.

The personnel is here, the wisdom is here but the will is not. The will to make Loyola better for us and for those who follow, the will to mold Loyola into a university for tomorrow's needs and not a relic - yes, relic - of today, the will to utilize our resources and unscramble our priorities for something better than we know now.

You will be given ample opportunity not simply to respond to questions asked within these pages, but to pose questions yourselves.

This special Registration edition is our start. It is unlike any paper which will appear during the months ahead.

Let's begin from here - it could be a fruitful year.



Loyola Women a point of view

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Whatever happened to Graham Nevin?

Upheaval

Last December, Graham Nevin was elected student president by more than a 2-1 margin over his opponent. Now he is in political exile. A dramatic meeting in July of the student Board of Directors overwhelmingly passed a vote of non-confidence in Nevin and his internal vice-president, Bob Mercier. For the details, turn inside...

a step-by-step explanation of what student government is can be found on page 2

stories on what actually happened are on page 3

interviews with the new president, Chuck McDougall and his predecessor, Graham Nevin, are on page 4

Upheaval

For the unknowing

By Diane Parent

Student government: a rookie's guide

Have you paid your student activity fee? You have? Then, you are now a member of the LMSA — that is, the Loyola of Montreal Students' Association.

Being a member of the LMSA, you have the right and the duty to be concerned with the administrative and academic affairs at Loyola. But how can you become familiar enough with them, to be able to take a stand on certain issues?

The only way is to have students look into different issues and to report back their finding, to the student body. Simple? Yes, it is. This is the basis to Student Government — a term not to be acknowledged, only by Political Science majors, but by all students. For student government isn't just politics — it's an organization that is interested to see that your student activity fee is put towards student activities and that you, as a student, are able to benefit from all facilities available.

The following is a general breakdown of the different elements in the LMSA. As a member of the LMSA, you can vote in all elections and you may seek office in the Association. Ideally, the LMSA's organization permits efficient operation and productive results.

But student government needs you, the student to become aware of your educational and social needs and to present them, through student participation.

THE EXECUTIVE

Elected annually, on a same ticket basis, by the student body at large, The Executive consists of a President and an Internal Vice-President. Their election is then ratified by the elected members of the Board of Directors. In turn, the President and the Internal Vice-President appoint an Executive Council to assist them in their duties. This council includes an External Vice-President, an Education Vice-President, Treasurer, and a Secretary.

Each member of the Executive strives towards the efficient operation of the LMSA, while fulfilling his particular duties.

WHO ARE THEY?

THE PRESIDENT

is the personal representative of Loyola before the public. He directs all activities of the LMSA and presents a report of these activities to a closed meeting of the Board. He presents the program or platform of his Executive to the Board at the opening meeting. He may veto any legislation of the Board which he might find detrimental to the members of the LMSA. And finally, he is responsible for all the actions of his Executive.

Internal Vice-President:

takes charge of all student organizations on campus and makes known all LMSA services to the student body.

External Vice-President:

represents Loyola off-campus. His main work is the presentation of Loyola's policies to UGEQ — the Union of Quebec Students, and the reporting of UGEQ's developments back to students at Loyola.

Education Vice-President:

tries to obtain student representation on various administrative boards, as well as asserting Loyola's academic status.

The Treasurer:

keeps all LMSA financial records. He accounts for the budgets of the various committees as well as the salaries of the LMSA's secretary, and that of the President's during the summer months. Yes, the president receives a salary during the summer, so that he might be able to devote all his time towards the making of policies and the preparing of a budget for the coming school year.

The Secretary: maintains the LMSA's files and offices. The Executive joins with the Board members to form the Board of Directors.

BOARD OF DIRECTORS

WHO ARE THEY?

There are two groups on this Board — the voting members and the non-voting members.

There are eighteen voting members' seats on the Board. Two of these are filled by the LMSA's President and Internal Vice-President. The remaining sixteen are filled by eight Arts students, four Science students, three Commerce students, and one Engineering student. The number of students in each faculty were chosen in proportion to the number of students registered in each faculty. These sixteen students are elected annually, by the student body at large.

Non-voting members of the Board have speaking privileges but cannot vote. They comprise the remaining Executive (apart from the President and Internal Vice-President), Administration, Editor-in-chief of Loyola News, Senate representative, the Chairman and his secretary.

WHAT DO THEY DO?

The main duty of the Board is to see that all policies and activities are regulated in the best interests of the students. How is it done? Mostly through Board meetings, where motions are put forth, to be discussed, criticized, passed or defeated.

The Board is the governing power of the LMSA. The Student Association cannot act without the approval of the Board. All expenditures as well as the appointing of committee chairmen must be ratified by the Board.

But the Board's work is not only to nod or shake their heads at Board meetings — since they represent the students, they form various committees to further the students' interests. These are:

ATHLETIC COMMITTEE: looks into the LMAA — the Loyola of Montreal Athletic Association, and co-operates to bring the best athletic services to the students.

CARNIVAL COMMITTEE: Was set up to investigate "Carnival's 68" deficit. The files of Carnival 68 are being looked into, to find the cause of this deficit.

DEPARTMENTAL ASSOCIATION: is trying to set up organized groups like the Loyola History Students Association in which there would be more communication between students and their department.

LIBRARY COMMITTEE: tries insure that the library be used to its maximum purpose — that is to study. The main purpose is to try to find out how discipline can be achieved in the Library.

Other committees are set up once a need for them arises.

There is one element to the LMSA which is of a judicial nature and this is the Senate.

THE SENATE:

Members of the Senate are elected by the Board of Directors, from a slate prepared by the outgoing Senate. Once elected, the members choose a Chairman and a Vice-Chairman amongst themselves.

The Senate has a two-fold role. It is the body which has jurisdiction over the maintaining of discipline on campus, and it has the final say in the interpretation of the Constitution. If a student dishonours or damages the reputation of Loyola in any way, the Senate has the power to fine the student and even to expel the student from the Student Association.

The Senate has representation on the Board of Directors, and it answers any questions concerning the Constitution.

The Senate Chairmen are the ones responsible for setting up all campus elections.

MEET THEM

The following is a list of all board members' names. Feel free to call them whether you have any complaints or praise. They'll be also pleased to answer any questions on Student Government. REMEMBER, they represent YOU.

ARTS REPRESENTATIVES

Brian Donnelly	366-9200
Bryan Doubt	697-6377
Michael Howe	482-2510
Marianne McLean	637-8462
Bernard Puké	482-2751
Brenda Wilson	487-1014
John Walsh	481-0867
Chuck McDougall	845-9549

COMMERCE REPRESENTATIVES

Theodore Cadien	482-2510
Doug Barker	482-2510
Gary Cirko	482-2510

SCIENCE REPRESENTATIVE

Richard De Benedetti	365-9030
Bruce Jarrell	482-2510
Bill Senchak	932-7320
Denis Tobin	482-2510

ENGINEERING REPRESENTATIVE

Al Miller	489-1469
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VERSA FOODS

The Newest Member Of The Loyola Campus

Just like the freshman we're anxious to get right at it. We've been in the business for years and hope to prove to you just what a GOOD catering service can do!

Full operation starts Sept. 27 in Guandagni Lounge, West Dining room, Athletic

Complex and cafeteria! Drop in and see the difference!



OASIS OF SOUL


FAUZIA AMIR Sahara
presents...

3 Shows nightly ...
also dancing &
TEEN MATINEE every Sunday
4 P.M.
No liquor served

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AL HIBBLER
WAYNE COCHRAN

SEPT 9-15
OSCAR TONEY JR.
(For Your Precious Love)

PLUS AS AN
ADDED
ATTRACTION:
BEN E.
KING'S BAND
THE
KINGSMEN



1177 MOUNTAIN STREET — RES.: 866-1975



NEWS photo by Michael Casey



July 25th The meeting that did it

By Diane Parent and Maureen Newman

It was Thursday night, July 25th. At 7:31 p.m. all save three Board members had filed into VS-4. A quorum was reached; the meeting began.

The agenda was immediately reorganized. It was put to a vote that no 9 be placed on the agenda before no 2. The motion was passed and point no 9 which contained motion no 24 was read.

..... "Be it resolved that this Board express its non-confidence in the President and Internal Vice-President of the LMSA. This motion was moved by Marianne McLean and was seconded by John Wallh".

Miss McLean expressed lack of confidence in the Executive's stration. She specifically referred to motion no 20 which states, "Resolved that the Board of Directors mandate the executive to make arrangements to have all Loyola students deposit their activity and tuition fees in a trust fund rather than with Loyola College if negotiations with the Provincial Government are not deemed fruitful by the Executive before July 5th. Furthermore, all students are to be immediately urged to postpone any further payment of fees until further notice".

Miss McLean felt that the President should have contacted the Board if the situation with the government had changed sufficiently to warrant not carrying out the motion by July 5th.

Reference was made to the Board meeting of July 13th, which was informal due to the lack of quorum. Miss McLean felt that the President had insulted the Board through lack of elaboration on his inaction. His only explanation for not having sent our letters or setting up a trust fund was "for personal reasons".

Miss McLean ended emphatically with the remark, "The President reacts to student opinion but does not lead it".

Doug Barker asked Miss McLean to further explain her claim that the Board had been insulted. She stated that the President had refused the Board members their rightful participation in student business.

Mr. Nevin stated his views:

"A non-confidence motion is a basic rift in policy. I haven't seen a basic rift..... It seems to me if the motion is passed, I hope that the Board is ready to answer the 3600 students this coming fall..... What is the Board here for? The Board is here on the interest of the students. Why didn't I act sooner?... It was due to Bill 57 and Bill 58... \$4,000,000 is supposed to come in, in 15 days - one of the factors why we didn't do anything. The function of the Board is not to find out what I was doing but to act on it's own also.... You have the responsibility of doing as much work as we do. I just hope that the Board has sat down and discussed its responsibilities....

Chuck McDougall broken at this point: "..... You say, Mr. President that there has been no basic rift in policy. Yes, there has been a basic rift.... Why didn't you tell us of the Bills before July 5th? Even on July 13th you didn't tell us..... You say that the government will come in 15 days... I say 15 months..... We talked it over... We think that this is the best action and we are very confident that the students will favour our move".

Mr. Nevin declared that the real issue was not democracy but participation. He questioned whether the students had really been given an opportunity to participate in decision making since the Bills had not been propagated until after July 5th. He said that he had not felt that the mood of the July 13th meeting had been conducive to discussion finally he suggested a wait and see policy concerning the Minister's decision.

It was then determined that a previous caucus of Board members had been called to which only four members had been invited. Miss McLean explained to Doug Barker that he had not been invited, "Because I found that you didn't think like me".

Motion 20 was put to vote and passed 11/3/0. The non-confidence declaration was official.

The Executive left the room followed by Doug Barker.

The Board voted in Chuck McDougall as interim President and Rick DeBenedetti as interim Vice-President.

9. Motions

Motion No. 24

Moved by M. McLean
Seconded by: J. Walsh

Be it resolved that this Board express its non-confidence in the President and the Internal Vice-President of the L.M. S.A.
passed 11/3/0

No announcements were given by the Executive. The new President of the L.M.S.A., chosen by the Board was Chuck McDougall. The new interim Vice-President chosen by the Board was Rick DeBenedetti.

Nevin Ousted:

Given boot by board

The mid-summer revolt which ousted Graham Nevin as LMSA president appears to be wending its way to a mind-boggling finale this month.

Former board of director Charles McDougall - who currently heads the student government at Loyola - will likely face opposition at the open meeting scheduled to be called for September 26th or 27th.

And after keeping mum for the past month, Nevin has given word that he would be ready to re-assume the office of president.

A revolution of sorts, at least in a summer sense, the action by the student Board of Directors in late July resulted in the overwhelming defeat of Nevin.

He was accused of failing to confide in the 16-member assembly on policy decisions and of ignoring a controversial council decision.

But with the opening of classes looming ahead, new president Charles McDougall faces a tough task of getting the council's non-confidence motion - and his subsequent appointment - ratified at the early open meeting.

Several students who helped fashion Nevin's landslide victory in December's presidential election are already organizing a "spontaneous" student reaction against the legitimacy of McDougall's executive.

If successful, it will leave open the possibility of a fall election. And this could lead to a flurry of resignations by disenchanted council members.

Such a weird game of political footsie might apply a back-breaking strait jacket to any hope that this year's student government at Loyola will achieve anything substantial in the way of reform.

If there was any hope in the first place, that is. In the eyes of the new leadership, Graham Nevin as president was progress' biggest obstacle.

The July 25 non-confidence motion had its roots in the longtime Loyola nemesis - the college's fragile financial status and its shaky relations with the Quebec government. At a June meeting of the Board of Directors, Nevin was "mandated" to urge the 3500 Loyola students to withhold tuition fees until Quebec came across with the \$4,000,000 it promised last March. This amount was agreed to by Education Minister Jean-Guy Cardinal after the nearly-bankrupt Loyola community threatened en masse to march on Quebec.

Nevin ignored the motion, although he voted with it when

it was unanimously passed. He claimed that his support to the notion was "in principle" and that such a move would be "premature so early in the summer".

This was the incident which prompted several of the council members to rally together an opposition and eventually push through the vote of non-confidence by a sizeable 11-3 margin.

Few students - and no administration officials - were prepared for the sudden switch. In fact, it came as such a surprise, and McDougall is so unknown to college officials, that a cluster of rumours began circulating to the effect that the New Left had grasped the reins of power.

But had they really? It's becoming increasingly evident that the revolt was a negative one - against Nevin's "arrogance", against his "refusal to dialogue" with council, against his manner of governing. In other words, a conflict of method, rather than means.

The once-rising star of Graham Nevin could be pinned on one event. Clean-cut, articulate and restless at acceptable levels, he made his most effective pitch for student support in March when he spearheaded the Loyola drive for a better deal with Quebec. This support could come in handy this month if he makes a try at the open meeting for a comeback. Smoother than his successor, he is formidable opposition even in political exile.

But his rapport with the student body rarely came across in his dealings with the Board of Directors.

Since the spring, several on council grumbled about his "condescending" treatment and "lack of openness" during debate.

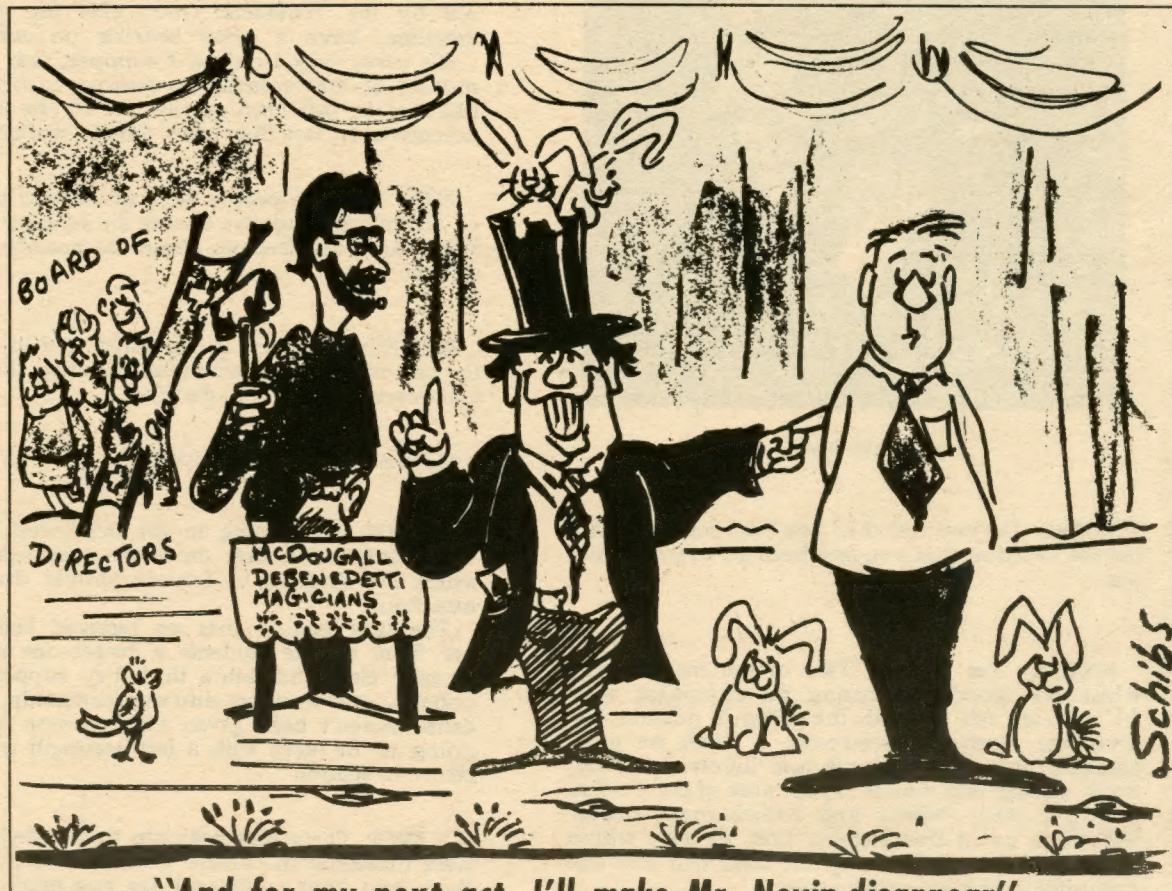
This stems from Nevin's belief that "involvement" by the students at large can come only if he makes the pitch directly to them, leap-frogging over the Board of Directors.

The opposing argument is that students at mass rallies are rarely open to rational and thorough discussion of issues - thus, involvement must begin with ALL of the elected representatives first.

Whether the new regime is capable of mastering both worlds at once is a question that only events will decide.

He seems to have succeeded already with many of the council members - to the extent that their joint efforts have virtually replaced Loyola's traditional cubbyhole approach to student government.

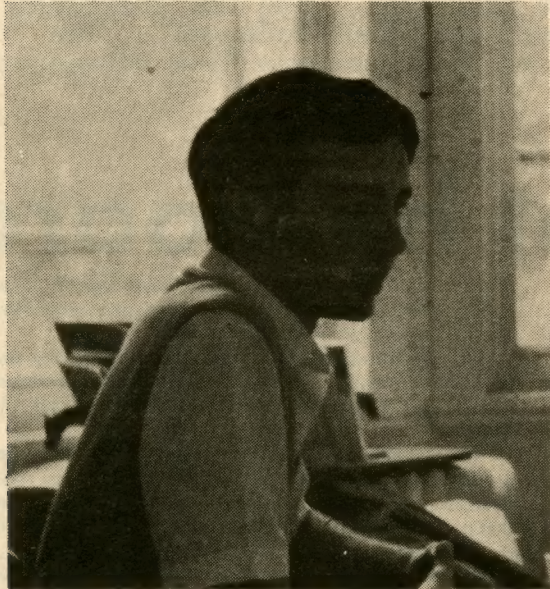
But neither he, nor his new vice-president Richard de Benedetti, have any illusions about the potential of a Nevin comeback, if the latter decides to launch one.



"And for my next act, I'll make Mr. Nevin disappear"

Upheaval

New LMSA head gives a glimpse of the ideas which toppled Nevin



Chuck McDougall

NEWS photo by Guy Op De Beek

NEWS: In your own words, why did the board of directors vote non-confidence in Graham Nevin as president?

MCDUGALL: For several reasons. First, there was a general difference in the philosophy of student government. Our government here was fast turning into a bureaucratic corporation. We felt that a student association shouldn't be like this. It should be ac-

tivist-oriented - a government, rather than a business providing goods and services. The specific spark was the non-implementation of the motion which was passed by the board in June. This was a direct affront to the board. There was a particular manner in which Mr. Nevin was running the student government. Everything was from this office or the executive offices, and literally being forced upon all those "out there", no matter what their opinions were.

NEWS: Do you feel yourself personally qualified to assume the presidency?

MCDUGALL: The presidency as defined by his regime? No. But as defined by the way we think the office should be - yes. I'm not taking over. It isn't me. It's me, Rick and Marianne, all of the board of directors, and essentially the total student population.

NEWS: Assuming your appointment is ratified at the open meeting and you continue throughout the year, what general priorities do you feel lie ahead during the year?

MCDUGALL: The problems are rather immense. Our priorities will be a re-evaluation of the student's role? both within Loyola and within the province. In other words, should he be active within the governing of all his affairs? Anything that affects him, we are going to want representation on. Representation (in university government) that we have had before, we call tokenism. Three students on a Senate numbering 28 isn't really that much. We've drawn several plans up. We would like about half the number (on the Senate) in arts and science as there are faculty, at least.

Other priorities include whether or not Loyola should remain denominational, whether or not denominational, whether or not Loyola's suburban college atmosphere should carry the highest prior-

ity in our educational needs...

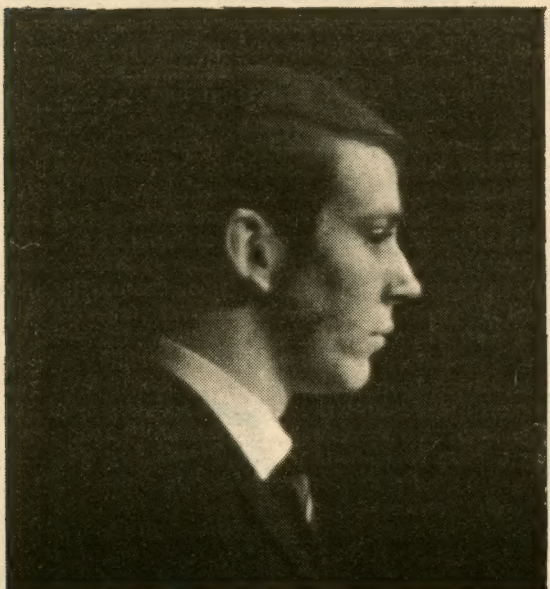
NEWS: There has been a certain apathy among a large element of the student body to commit themselves to the ideals which the LMSA supposedly stand for. Specifically, what methods will the McDougall executive experiment with to change this?

MCDUGALL: First of all, I have a very negative reaction to the "the McDougall executive". doing this on their own - because this is not bem. As you know, we are actively setting up student departmental associations. These are the vehicles we are going to use. Let's take the History Student Association. They can see what they want in the whole structure, but it has to be localised. Once we have gotten the students interested in working for basically their own interests, then we will talk to them as groups from all the departments. We'll work through them.

NEWS: Why will the executive, headed by yourself, why will the board of directors with the individuals they have on now achieve anymore than a student government led by Nevin?

MCDUGALL: We're not appealing to the student body as "O wondrous students of Loyola". You have to get a certain student attitude before you can create any sort of progress. You need an issue. But this participation is very short-lived. It's very brief. It lasts for a week - the sit-in, the demonstration, the march. And then completely dies. down. The novelty wears off. What you have to do is work at them at an ideal level, where you get to them personally and convince them that activism, student syndicalism is the method. You can stand up in front of 600 students and say "let's be syndicalists". But this isn't effective. You have to show them that students do have a fair amount of power - but you hit them in their own department. The departmental associations are the vehicles. That's why I think we'll succeed - all of us. It all boils down to personal communication. Past executives have not gone out to talk to the students.

Grounds for ousting untrue, says Nevin, hints at comeback



Graham Nevin

NEWS photo by Michael Casey

NEWS: Do you feel that you had been carrying out the mandate that you had been given in December.

NEVIN: Yes - I do. Two of the major areas which we stood for during the campaign were 1) we were fed up with the college's position vis-a-vis the Quebec government. I think we took concrete action in this area and involved the students during last march. 2) the area of the student center, I really believe and I think many people will back us in this regard, that we were within two months from financing the total two and one half million Student union project.

This is closer I believe than any other executive

has ever come and is closer in fact that the college administration has ever come. This is something which we stood for last December and something which I don't feel right now well be completed.

NEWS: How do you interpret the ground on which the board of directors voted non-confidence in you?

NEVIN: At the non-confidence meeting, it seems to me that the only clear idea in terms of removing us from office was a question of the mandate to withhold fees, so that we could demonstrate our protest to the government.

I certainly feel that the arguments we presented, particularly Bills 57 and 58 which were passed by the Provincial Gov't after the stipulated deadline, have a great bearing on our action.

It's very, very ironical, I suppose, that the very motion at that meeting to remove us from office has not in fact been carried out by the incoming executive. In fact they have clearly disregarded it.

NEWS: Some people have questioned the ethics of ousting an executive during the summer months. What are your feelings about the board's legal to do this.

NEVIN: Certainly, in my mind and in those of the rest of the members of the executive, the board had every legal right to do this.

NEWS: How about ethically?

NEVIN: Happening in the third week of July, I certainly think that there are considerations to which the students of Loyola should draw their attention.

The first one is that we received last December from all the students a two-to-one margin - a very clear indication that they supported our policies, our thoughts and our leadership. The students haven't been given any recourse. They are going to be faced with a fait accompli when they return to school.

NEWS: There was criticism to the effect that you were unwilling to consult with the board and take them into your confidence. Do you think this type of argument stands up?

NEVIN: I don't consider myself at any time unwilling to cooperate or consciously attempting to withhold information from the board of directors. I've never had a member come up to me and honestly tell me that I have refused to assist him. I am more that willing to offer information to anyone on anything which we are doing.

NEWS: In the event that the feeling of the students at the open meeting is negative to McDougall, could you consider running in a possible election?

NEVIN: Most definitely. But I personally reject the idea of an open meeting. I don't see what there is to ratify. At the meeting the students are going to be presented with one alternative solely.

I certainly think that the proper way to settle this problem is to have a general election in which the students can again, for the second time in the same year, get alternatives from two sides. My personal feeling right now is that I'm not going to undertake to unseat the present administration. But what I certainly feel that I cannot ignore any move on the part of the students who are dissatisfied with the present regime. I think that I will have to govern myself by what they have to say. In other words, I still feel that the mandate which I received last December, binds me to a certain amount of responsibility to the students.

These interviews were taken during the week prior to publication. Due to space limitation, it was impossible to reprint the transcripts in toto. An open meeting is tentatively scheduled for September 26 or 27. In the event that an election is called, a more thorough comparative account of the views of the candidates will be published.

A guarded glance ahead...

Well, better safe than sorry

What about the idea of dropping out?

By TOM MAYER

Upwards to half of this year's entering freshman class will become dropouts during the next four years. For some, it will be an intellectual and economic disaster. For others, like New Mexico's Tom Mayer, who left Harvard after two years, it will mean time for waiting, self-education and re-evaluation of the university experience. Mr. Mayer's story first appeared in a lengthier form in *The Atlantic Monthly*.

You are in the middle of a pre-exam-period dead week frantically studying rocks for the imminent five-hour identification final in elementary geology, when suddenly you decide you don't give a damn anymore. It simply isn't worth the effort; you're going to fail no matter what you do. You haven't studied all term because the course was dull and the professor a fraud, and now it's too late.

But geology isn't your only problem. Recently you've decided that your friends are shallow, juvenile, and phony; your roommate snores, steals your razor blades, and leaves his dirty underwear on the armchair; and to cap it all, your girlfriend, Cynthia, has been seen repeatedly necking in a red Mustang with a lacrosse player from a rival fraternity. You feel hemmed in, harried, harassed; you haven't shaved for a month, bathed for ten days, eaten anything but Dexamil since day before yesterday, or slept in a week. You need peace and quiet and lots of it. If you look at five more rocks, you'll snap. They'll put you in the nut house, but you'll be so far gone they'll never be able to put you back together. You've got to get out. Out, out, OUT.

So you try to explain that at college you were spinning your wheels. College ought to be a place where you do creative things with your abilities, not just dreary routines. There wasn't time to think or pursue your own interests.

"If (your parents) are liberal, urban, well-educated, reasonably hip, then chances are you won't have much trouble when you break the news."

But God help you if Dad's dirt farmer, insurance salesman, bean picker, truck driver, Republican, corporation executive, or mechanical engineer. He'll probably hit the ceiling. He's been spending a lot of money, maybe as much as three thousand dollars a year, to keep you in school; he's given you every opportunity, and you turn around and throw it in his face. You try to reason with him by saying that you only want some time to think. That, he replies, is what you go to college for. But you say, I couldn't do any constructive thinking at college because there were too many pressures. I want to be inner-directed. Pressures, says your father. You think a corporation executive doesn't have pressures? Hell, yes, he has pressures. You gotta live with pressures.

You sink into a pattern of sleep and independent study, or travel, or begin an exciting relevant job, and everything ought to be fine, but predictably enough, it isn't. Roughnecking turns out to be much harder than studying rocks, your African safari didn't pan out, or your year in Europe is off because your father won't finance it. He says he'll be glad to teach you the glue business from the bottom up, but he'll be damned if he'll ante up good dollars for you to waste playing around with a bunch of screwballs and perverts in a lousy city like Paris. He's only been to Europe once, as a guest of the goddamn government, but you can take it from him, there's nothing there but a bunch of perverts and bedbugs.

"But God help you if Dad's a dirt farmer, insurance salesman, bean picker, truck driver... he'll probably hit the ceiling."

The real problems of dropping out are not, you reflect, connected with university rules or administration attitudes. As a matter of fact, the university has been surprisingly understanding. Perhaps you've been doing it an injustice all along. But your parents are going to be quite something else. If they're liberal, urban, well educated, psychiatry-oriented, reasonably hip, relatively modern types — people who read the *New Republic*, have a family psychoanalyst, and worked as volunteers for Adlai Stevenson — the chances are you won't have much trouble when you break the news. A sigh from Mother, a suppressed grunt from Dad. They want you to be sure you know what you're doing, in much the same way that they wanted you to be sure you knew what you were doing last summer when you went to Mississippi, but once you convince them your head's screwed on right, that you merely want some time to find yourself, Dad says he's with you all the way and Mother nods agreement.

But how? Your mind churns wildly. Then, in a moment of revelation, you remember that the mechanics of dropping out are simple. Nothing to it. Most colleges are glad to berid of you. Overcrowded classes, lack of dormitory space, not enough laboratory equipment. At the big state universities you're nothing but a number anyway. All you have to do is tell your adviser you want to take some time off to think it over. But tell him you're going to be gone only a year, or a semester, even though at the moment you're planning to emigrate to Zululand. Never burn bridges.

But the chances are that out of boredom or fresh enthusiasm or new interests or the blunt realization that degrees mean more money, you'll return to college willingly. You'll go back with reservations and misgivings; you'll know that college hasn't changed, and perhaps in your heart of hearts you'll still believe that you could and should be doing something better, something less nebulous and more important — but you will go back. Your friends will be pleased, your parents will be ecstatic. Soon you'll be settled back in the old groove: classes, labs, fraternity parties, exams, rushing, football games, quizzes, papers, and Cynthia, or someone like her. It will be almost as if you'd never been away, except that late in those all-night bull sessions, when the jocks have gone to bed and you're tired of talking girls and the conversation turns to serious topics like values and meaning and significance, you'll be a man of experience, an intellect to be reckoned with.

*"Little boxes, little boxes
They're all made of
ticky-tacky
Little boxes, little boxes
They all look just
the same..."*

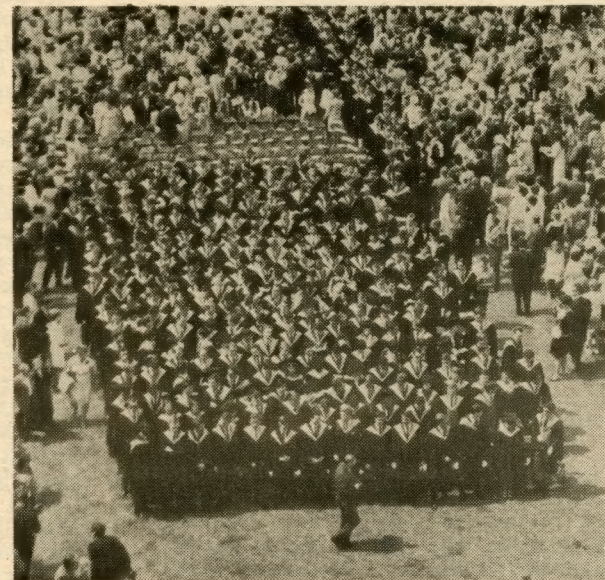
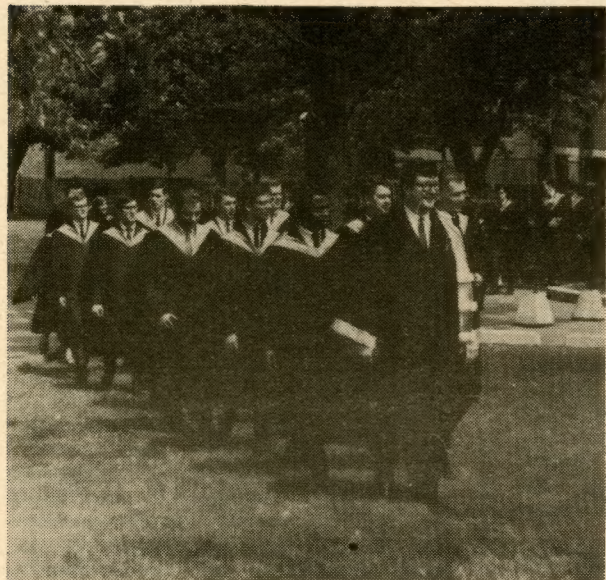
Dropping out probably reflects a good deal more than mere distaste for routines, slovenly roommates, and elementary geology; in reality, it may be a manifestation of some such psychological problem as a lifelong struggle to break out of a family pattern — perhaps you were forced to go to Dad's prep school, and Dad's college, and the prospect of graduation and living at home and going into the family investment firm or dry-goods business or grocery-store chain or optical company is more than you can stand. Possibly you went to an inadequate public high school, and in your freshman year at an Ivy League college you found yourself so ill prepared, overworked, socially inept, and plain scared that you developed a serious sense of inferiority. Everyone seemed wittier and more intelligent and better adjusted than you, so that life at college devolved into an infinite series of real and imagined humiliations. Or perhaps you came to college after four or more years at prep school and found that nothing stimulated you, that on the whole your college teachers were inferior to prep school masters, and that since college courses tended to be dull and superficial, the excitement and purpose had gone out of learning.

Of course there's always the possibility that you'll be one of the dropouts who stays out, in which case you may become a plumber or electrician or mechanic or brush salesman, or you might join the Army, or start a window-washing service. You might even make good. Perhaps you'll be like Dr. Edwin Land, who left Harvard, invented the Polaroid camera, and made about forty million dollars in the process. Or Sandy Koufax, who left the University of Cincinnati, went into the major leagues, and improved the curve ball. Or perhaps you'll be a writer or a painter. You always thought you were deeper, more talented, more given to reflection and philosophy than your contemporaries.

"You sink into a pattern of sleep and independent study... everything ought to be fine, but predictably enough, it isn't."

Finally, however, no matter why you left, or say you left, you get settled into your new job or apartment or marriage and begin life on the outside. Your parents have been reconciled to the inevitable or have disowned you; the draft board is breathing down your neck, but you're stalling them; in short, you ought to be happier than ever before. No papers, no classes, no pressures. Time to think. Time to set your life in order, decide what you really think about Zen, what ought to be done in Vietnam, how to handle De Gaulle, how to stop police brutality in New York.

Your father says he doesn't know anything about dreary routines, only that when he was a kid growing up back in the thirties, when things were really tough, a kid was lucky to be in college at all. A college kid had a job, a good job, waiting for him when he got out. Aha, you say. But not anymore. Now you've got to go on to graduate school, to business school, or medical school, or law school, or veterinary school. You've got to have an M.A. or a Ph. D. to teach even. You have to be sure before you get in so deeply. Your father says he hadn't thought of it that way, and you think maybe you're getting somewhere; however, your mother begins to cry hysterically, and that ends the conversation.



Activities and frat(ernities) ...

A review of Loyola activities

By Linda Deluca

A thumb-nail defense of the LMSA

Extra - curricular activities, including those which aren't sanctioned, are of a wide range and form at Loyola to suit all tastes.

The purpose of these activities, one could say, would be to create a responsible world within the boundaries of a university.

Mostly any extra-curricular happening on campus is under the guidance or sponsorship of Old Man Student Government.

During the year, the Awards Committee evaluates some students as to what they have contributed to the student body. And to the worthies go the spoils. A night is set aside, Awards Night, where these students are congratulated and rewarded with a banquet and an award.

Each summer students are sent to Latin America by the Committee for Aid to Latin America and give six to twelve weeks of their time and patience doing social work.

Time, money, work and fun - the ingredients for the "Loyola Winter Carnival". The chefs are the Carnival Committee. This is the last major event before exam fever sets in and most fun-seekers take advantage of their final encounter with sporting and social events.

To accommodate those leaving our cloistered walls is the Graduation Committee. This group arranges for the graduation rings, caps, gowns and pictures.

The Inter - University Conference Com-



NEWS photo by Steve Thibault

mittee each year sends delegates from Loyola to other parts of Canada and the U.S. The purpose is the promotion of friendship and the exchange of ideas among students.

Any information which must be posted whether on bulletin boards, walls, or trees, must first be sanctioned by the Public Relations Committee. They also provide news bulletins about coming events and maintain a calendar of events for Loyola activities.

This year the trend is to "much more", much more news, much more views, and of course, much more music on Radio Loyola.

Social works done at various places off campus, St. Joseph's Home, the Douglas Hospital and the School for the Blind are done by the Social Works Committee. They are also co-sponsors of the Loyola Combined Appeal.

The function of the Student Centre Committee has been and will always be the organizing and working towards the completion of a permanent student centre on campus.

The activities which have just been enumerated are accomplished by the LMSA Committees. To become a member just sign in on "Join Day". Another alternative would be to get in contact with the chairman of that chosen committee.

However there are many other committees not run by the LMSA and onward we go to see what they are. Publications:

The Loyola of Montreal Board of Publications has the exclusive right and jurisdiction over all campus publications. These publications other than the prescribed academic texts greatly add to the student's sphere of literature.

The NEWS must go on. Last year, through thick and thin and two editors, the Loyola News survived. The paper, a weekly affair, presents news, sports, features, and editorials designed to inform, entertain, and educate. Last year

the News staff augmented surprisingly enough by the female population, but many members are required this year also.

The Review is the Loyola Yearbook. Each year it provides hours of entertainment and enjoyment for many as it recreates the student's past year in a variety of colorful pictures.

The Student Directory, a handy little item, comes in a convenient form, is portable, and carries the names and addresses of all registered students.

The Central Advertising Bureau handles advertising for all campus publications and therefore is largely responsible

for the finances of these.

The Director of Photography is responsible for the placing and conduct of all photographers who work for campus publications. He also reigns over the darkroom.

Among the smaller publications on campus are: The Commerce News, Fragments (Arts), LIS'N, Eight Ball and Hingston Haller.

Academic Societies

The purpose of these societies is mostly to give an opportunity to students to extend their interests in a certain subject in a non-academic environment.

The Economic Honours Society, in the form of lectures and discussion sessions, attempts to promote interest and understanding of economic problems.

The members of the Loyola History Students Association, all honours or majors in history, hold meetings, invite speakers and hold parties. Along with their professors they discuss new methods and suggestions for the operation of the department.

The Physics Society sponsors a variety of activities including experimental exhibitions, movies, lectures etc. The Philosophy Club, besides discussion, have guest speakers and hold parties along with their professors. The Political Science Students Association have about the same type of activity as that of the above. Movies and lectures in the Pre-Medical and Pre-Dental Society increases the medical interests of students.

Ethnic Societies

The Foreign Students Association ac-



NEWS photo by Brian McCormick

commodates the activities of other ethnic groups with a secondary purpose of promoting understanding between foreign and Canadian cultures. Among the ethnic societies which the Foreign Students Association co-ordinates are the Chinese Students' Society, the Italian Society, the Latin American Society, the Polish Society, the Ukrainian Society and the West Indian Society.

Faculty Societies

Membership in these societies is automatic corresponding to the faculty you are in, however there is no restriction in the participation in any other. The largest of the four is the Arts Society. Their activities include Meet the Profs Night, Ski Trips, their own newspaper, "Fragments" and many others. The Commerce Society "the society of the year" for years now, contribute very much to Loyola's spirit. Among many their activities are the Blood Drive, Meet the Profs Night, they also have their own newsletter, The Commerce News. Although the size of the membership in the Science Students Association is small, they hold films, tours, and scientific seminars. The Engineering Undergraduates Society co-ordinates the functions of the other engineering societies on campus and acts as a link between the students, the faculty, and the profession which the two are conspiring to crash.

Fraternities: A pro-con hassle about their worth

PRO

Fraternities and sororities have not been at Loyola for many years. But their rapid growth is compelling many to re-evaluate their worth. Here are two points of view....

CON

By Michael Gilligan

The general philosophy behind the fraternity system naturally lies in the composition of the word "fraternity". FRATER being the Latin word for brother, we see that fraternity is based on brotherhood as its main ideal.

We have a group of men coming together with the professed ideal of promoting brotherhood. Well, you might ask why they have to form a group in the first place, can't a person do it alone? To answer this, we look to our nature and our tendency to form groups. We also see that we can more easily accomplish our objectives by group effort, therefore it seems most logical that fraternities should be formed, as the most effective means of promoting brotherhood.

Fraternity is a miniature working plan of what you will encounter when you leave college. You get to meet over 200 fraternity men in your fraternity years, each with different ideal, interests and goals. You organize, promote, buy, sell and legislate, gaining experience that will benefit you, and society as you will emerge from college a more well-rounded individual.

The stereotyped fraternity man comes from the idea that all the guys in a fraternity are alike, if you don't conform you're not accepted into the ranks. To this we say - NO. The fraternity is organized to cultivate the individual, to encourage him to develop his special qualities and to realize the capabilities he has. Outward conformity is only in accordance with the general conformity of most "Joe Colleges". The only conformity is unity of purpose in accomplishing our goals.

If you think it's all booze and parties, you're looking at this stereotype again. The past and present presidents of the LMSA this year are fraternity men. There are fraternity men working hard in every phase of student government, they form an enormous proportion of our athletic squads and their scholastic averages are consistently above the all men average at Loyola.

Fraternity men don't just work on their own groups. They get the needed experience in their first year in the fraternity and then go on to campus work. For the ten per cent of the student population that they compose, they seem to be doing far more than their numbers would warrant. Someone must be doing something right. In a commuter college like Loyola there is a tendency to go to classes then bee-line home on the bus. The fraternities keep men there working for their fellow students.

By Elliott McLaughlin

If you are a reasonably hip psychology type, you probably can't hash the pseudo-environmental airs of Greek letters, beer and all those siblings smiling through their tweedy teeth.

Three letters from the Attic Greek alphabet (i.e. alpha to omega) and poof a fine substitute for the maternal instincts some of us so desperately crave.

Perhaps it would be ridiculous to blame all those pathological misfits who live on cold beer and insanitary feats of piety to the greater glory of Theta Sigma, Kappa digma etc. on fraternities.

But for the sake of argument, I will.

Now if you're a big man on campus, inclined towards SAC, athletics, sharp women, and you have some extra money, and a pin-striped, houndstooth, white socks wardrobe, a frat pin for your girlfriend is a must.

If you like the idea of exchanging girlfriends at quaintly collegiate parties or defying the definition of sobriety or winning ice sculpture fame at carnival time all under the pretense of having fun. Well, maybe a frat is your thing.

To be mutually exclusive

If you like to be affiliated with a mutually exclusive group of brothers i.e. mutually exclusive of other groups of brothers, and ultimately exclusive of the "other" students who have to endure the monotony of day to day college life, O.K. But pull your noses out of the air, take your striped ties off, stop filling my ears with Cynthia and Gertie and how much beer you drank last night.

Perhaps you like the idea of joining a frat because it's the "best" on campus; you like to be top dog.

The point is that if you're top dog, who's going to chain you up. The world turns on an axis, right? Don't you think there is more to living on it than spending four years in a mortgaged dog house?

How many bills

While we're on the topic, let's talk about the rent. To be member of a frat that is worth its salt, it is going to cost you from 100 to 300 dollars for the year. In short a considerable investment for a handful of friends. I say a handful of friends, a handful of dust.

Frats deny everything that is "student", and define everything that is "frat". It is only to their misfortune that there is no definitive fraternity.

And it is my hope that any student with his head on his shoulders and his foot out of his mouth can assess my impressions of fraternities.

If you can't for heaven sake, join one.

University athletics...

A clash in viewpoint

Are we becoming a jock-strap college ?

YES!..... By Paul Carbray

The story of athletics at Loyola is a long and convoluted one, with memories of past glories, and famous names which haunt the memories of followers of athletics.

Lately however, the realm of athletics, formerly a source of pride and a story with little scandal, has become tarnished. The winds of change, sweeping in from south of the border, have brought vast changes to athletics at Loyola, not without accompanying heartache, and conflicts between students and administration.

This change in the whole picture of athletics dates from the September, four years ago, when E.F. Enos was brought in to assume the post of athletic director.

Immediately, the winds of change swept through the athletic department, and the gale still sweeps through Loyola's halls.

Errors were made by the fledgling athletic director, and resentment was not long in following.

Enos, accustomed to popular practice at large American schools, where athletics is a way of life, made some rash pronouncements, and applied pressures which have, even now, not begun to settle.

Instead of emphasis on athletics for the many, it is now the minority which benefits from the excellent facilities which have sprung up.

Loyola's intramural program, once a flourishing part of the athletic scene, is slowly dying on the vine. In former years intramurals were organized well, with games of good quality, and participation by many.

Now intramurals have become just another preserve of the physically gifted.

Perhaps the sorest point among students is recruitment. In former years, with a total absence of recruiting, Loyola managed to attract athletes of a calibre which made it possible to win the O.S.L. football championship, and to dominate the Eastern Division of the league for years. In hockey, and basketball, Loyola also managed to emerge from competitions with championships.

Since recruiting began, Loyola has yet to enjoy a winning football season, garner a basketball championship, or enjoy out-standing athletic success.

The only sport in which the school has enjoyed continued success has been hockey, coincidentally the only sport where recruiting has not taken place.

Both the football team, and basketball squad were dominated by Americans, recruited with high-pressure methods, and given a glorified picture of life at Loyola which cannot help but prove a disappointment when they finally see the school.

At Loyola, however, the focus has shifted, until athletics are the be-all, and end-all in school life. Athletes have become the pampered pets of an indulgent administration.

Athletics has lost its focus, it has become instead of a pastime, rather a way of life. The watch word now is "produce, or get out".

Where is athletics at Loyola now heading. An almost yearly series of eruptions, and conflicts within and without the athletic department, have so undermined student confidence in the athletic department that every statement emanating from the "house that Ed built" is greeted with open scorn by those in the know.

Perhaps the signs of change have already appeared. Enos has left on a year's sabbatical to pursue his doctoral studies, and foot ball coach Bob Lincoln was uncerimoniously dumped from his post.

Soon, perhaps there will be a change in the structure of athletics at Loyola.

A change is in the air, soon perhaps, this unhappy chapter in the sports story at the college will pass over.

Whether justified or not, athletics at Loyola have been a raw bone of contention for quite some time. Charges of favoritism towards athletes, financial payments, a self-created 'lofty' status - these are a few complaints. Criticism has also been levelled at the department's swift expansion. These two contributions are likely to be the first examples of the debate which will be continued in the NEWS - and outside - during the year.



NO!..... By Ian Macdonald

The little man slumped against a wall in the catacomb corridors of the old Montreal Forum. Hands fished in his pants pockets, fedora hat spread over his ears and smashed down over his forehead.

The man's face was craggy. Only the eyes would distinguish him.

His name is Sam Pollack, and he happens to boss the best hockey organization in the world.

So here he was, the General Manager of the Montreal Canadiens, with better things to be doing than taking in a college hockey tournament. It was over now, the game, the formalities, the protocol that required his presence for a game being played in his employer's building, would now dictate that he leave. But Sam Pollack was not leaving. There he was, slumped against that damn wall, as if it would fall without his support. The veiled look softened and crumbled and he came to shake his head, as if he had been amazed by what he had seen. Softly and tersely the wide mouth formed the syllables, "best hockey game I've seen in this building all year, best in any league."

It was a Friday night in early March of 1968. And the cause of all the wonderment and disbelief and celebration was a hockey club from little known and much scorned Loyola of Montreal who had just defeated mighty University of Toronto 1-0 in overtime, to advance to finals of the National Championship. It was David against Goliath, rags to riches, the Impossible Dream all rolled into one. It was more than a hockey game, and more than a victory. It was an arrival.

For the University of Toronto is a great school in numerous fields, and they had the best in hockey too, until that night in March when a superb group of kids whose fury on the blades had silenced the be-litters of their place forever.

The difference in attitude was marvelous to behold. To Dave Draper, who coaches those fairy tale kids, it became happily evident on a post season scouting swing through Ontario. "It was really something" he was to say on his return, "suddenly everyone knew who we were and wanted to know more about us."

So the local attitudes have changed too. Just three years ago, Loyola's hockey team played out of a rattrap that had been fine for the thirties, and fine for a modern day maintenance building, which is exactly the purpose the old rink now serves. Just three years ago, gymnasium facilities too were non-existent.

The change came with a tough minded educator who wears a Roman collar, the university President named Malone who among other things, decided that Loyola's name would not be tarnished by having winners in athletics.

So Malone hired an athletic director named Ed Enos, who shattered all kinds of medieval thinking, and stepped on all kinds of sensitive toes in the beginning, and made lots of enemies for himself. His great sin was that he was a big thinker.

Ten years ago, the Athletic department at Loyola consisted of two part time coaches, a few students on the old LCAA. Both Ed and Bernie decided their futures were in other fields. Both have become members of administration at the College.

Today the athletic director has nine full time employees at his command, including three full-time coaches, three secretaries, a business manager, and a trainer. In addition there are some 15 part-time coaches, and the LCAA is now the LMAA (Loyola of Montreal Athletic Association) and seeks to carve for itself a realistic and proper and respected role in the administration of the athletic program.

And what of tomorrow? Enos and Malone talk about a school of physical education. And nobody's laughing.

WELCOME

FROM

Montclair Drug Store

6929 Sherbrooke w.

484-8414

The nearest Drug Store to Loyola directly across from Langley Hall and next to student centre.

COLLEGE CHAPEL

Daily Mass 12.05 (after noon)

SUNDAY-UNIVERSITY

MASS 11.15 A.M.

(Beginning Sept. 22)

HINGSTON HALL -

DAILY 8 A.M. & 5 P.M.

CHAPLANS: Fr. O'Neil - C317
Fr. Konlup - A124
Fr. Nelson-RF 309

I - Birth control....

Because of, or in spite of, the Pope's encyclical

Like it or not, contraception is a fact of life - so let's begin discussing it

There was a time not too long past when articles dealing with sex on campus were to be found only in the most arrogantly sensational tabloids.

Exposés of drunken orgies at Ivy League frat houses, detailed first-hand accounts of seduction-behind-the-men's - residence as told by a "poor but honest" young citizen of a college town - these and many more glimpses of the real life of the college man helped sell the "no holds barred" newspapers of North America and Europe for two or three generations.

Readers hung suspended between stunned disbelief and raging jealousy as they read account after account of lurid college sexcapades, marveling at the total inhibition of those fortunate few who graced the vaulted dining-rooms and hushed halls of the universities of that day.

The older generation of readers, whose contact with universities was by and large confined to these hastily-written masterpieces of prose which appeared with alarming frequency in such outstanding papers as the Dishrag, grew understandably skeptical of the academic institutions from which issued the political and industrial leaders of society.

But the younger generation, whether from genuine ambition to gain a higher education or because of eagerness to "grab a piece of the action", began clammering for access to the bastions of post-secondary education.

And so it came to pass that the university, once the preserve of the established rich, became increasingly more accessible to all members of the community, including the subscribers to the Dishrag.

Many soon became discouraged by the amount of time taken up by the secondary things in the university. Lectures, essays and labs robbed most of the new set of students of much valuable boozing and wenching time. Some of the more determined manage to overcome or ignore these obstacles, but found themselves forced to quit the college scene for

"lack of academic achievement" of some other such excuse.

Unfortunately, rumor about the less sensational aspect of campus life had trickled to the outside world and the long-suffering editors of the Dishrag found to their dismay that the majority of their newly - sophisticated audience would no longer swallow their spicy tales of university life. In their unceasing efforts to keep abreast of the times, the editors declared that no more articles about campus sex (except those "of highest literary merit") would be accepted.

The study of the sex life of the undergraduate slipped further and further from the pages of the sensational papers and into apparent obscurity.

But wait! A new light emerges from the depths of the Midwestern United States. A whole new science rises from the depths of superstition and fear, claiming and educating the unenlightened masses, bathing the civilized world in the cool glow of understanding. Sex-ology is born.

Placing the pursuit of truth above all other considerations, the pioneers of the science of human-watching undertook to study every possible strata of society and release their findings, carefully written in the medical and psychological jargon known only to a select few, in a subdued manner befitting a serious treatment of this kind. But the masses of people for whom the books were never intended quickly caught on to the terminology and turned the first publications into bestsellers.

Realizing the market potential of these treatments of sexual behavior the publishing houses began to print every scrap of manuscript which came their way on the subject.

Naturally the market for these books was not confined to the audience of the Dishrag. Because every subsection of society was, in fact, on display, buyers included members of every political, social and ethnic group in the Western world. And natural-

ly the books detailing the bedroom habits of these people were quoted, criticized and glorified in every section of the people's press, from the most academic to the most fashionable, from the newsmagazines to the fan "mags".

The former interest in college sexuality was brilliantly rekindled by the progressive sexologists and so we see the development of the awareness of campus "antics" spread from its humble roots amongst the faithful of the Dishrag to entangle the entire populace in curiosity and confusion.

"Why", you ask having waded through the foregoing dissertation on the growth syndrome of extra-collegiate voyeurism, "do you bother me with this nonsense"? Please read on and be enlightened.

The growing library of pseudo-scholarly works fell into two main categories: "how to..." books, which relied mainly on the author's memories of his own sexual encounters and the statistic-ridden volumes which lined up various segments of the society under observation and determined which was the sexiest, which the most deviate. Unfortunately neither seemed to fulfill the need felt by society which was for factual, objective information, psychological and biological, which could help the individual to better understand his own sexuality.

With your help and support, we wish to in some way close this gap between what is required and what is available.

The two-page spread presented in this issue of the NEWS is a beginning. The entire question of artificial contraception will be discussed in later issues of the paper.

As in past years, seminars and lectures will be organized to thrash about many questions of modern-day morality. What is needed now is response - your response.

IMPORTANT NOTICE

**The Loyola Bookstore announces:
New Location in the Student Canteen.**

**A complete stock of School Supplies, Crested Ware, and
Stationary is available.**

**HOURS: Monday through Friday
9:00 to 5:00**

**EVENINGS: September 17 to October 31
6:30 to 9:30 pm.**

**An IMPORTANT Notice will be available
at the Bookstore or during registration**

II - Birth control....

CAUTION: These recommendations must be regarded as general guidelines only. Each woman's case differs from every other. Only a physician can ana-

lyze every factor that may affect an individual case.
(reprinted with revisions from the Ladies' Home Journal)

A guide to modern birth control

Method	Reliability	Procedure	How method works	Side effects	★ Who should use this type
Hormone Pills — "The Pill" Type A — Combination of estrogen and progestin. Type B — Sequential estrogen followed by combined estrogen-progestin.	Type A: Nearly totally reliable if taken exactly according to directions. Type B: Possibly a shade less reliable than Type A if a pill is missed.	Type A: pill taken daily from the 5th day of the menstrual cycle to the 25th day. Type B: estrogen pill taken from the 5th day of the menstrual cycle to the 20th day; estrogen-progestin pill taken from the 21st to the 25th.	Both types of pill prevent ovulation. No egg can form therefore on pregnancy can occur. Effectiveness begins with the first complete cycle of use.	Concern continues about many serious disorders that may be linked with the pill, but more studies are required before definite conclusions can be reached. It has been found safe for many women. One-quarter of all women taking the pill will experience initially one or more of the following side effects, some of them temporary: swelling of the extremities and abdomen, dizziness, nausea, weight gain, eye disorders, irregular bleeding diminished menstrual flow, breast soreness.	Women for whom reliability is so important that they are willing to accept possible risks. It is not recommended for: Women with a history of cancer of the reproductive system, fibroid tumors, history of thrombophlebitis, varicose veins, strokes, diabetes or tendency toward diabetes, history of liver disease or jaundice, endocrine disorder, heart trouble, asthma, migraine headaches, also women who tend to retain fluids. Women who do use this method should: -Have breast and pelvic examinations every six months. -Have "Pap" tests at least once a year; -Report to the doctor immediately any unusual symptoms: skin rash, blurring of vision, chest pains, emotional changes.
Intrauterine Devices (I.U.D.'s) Plastic loop, plastic coil, stainless steel ring or band.	If the device stays in place (which it does with about 80 per cent of users) it is almost as effective as the pill.	The gynecologist inserts the device in the office. He may require a return visit after one month or three months and annual visits thereafter. Loop or coil may have a string attached that the woman can touch with her finger to make sure the device has not been expelled. It can remain in place until she wants to become pregnant, and has her doctor remove it.	It is not known precisely how the I.U.D. works. It probably causes the egg to pass through the Fallopian tube so rapidly that pregnancy does not occur.	Cramps or spotting may begin upon insertion and continue until the next menstrual period. In most cases, the discomfort will disappear, but in some it will not, and the device may have to be removed.	Usually a woman should have had at least one child before she uses an intrauterine device. Pregnancy and childbirth dilate the uterus and cervix, making insertion easier and safer.
Vaginal Barriers Type A: Diaphragm with jelly or cream. Type B: Foam Type C: Vaginal suppositories and tablets.	Type A: if used consistently, less than 1 per cent failure rate. Woman must be certain diaphragm is placed so that the cervix is covered. Women must check it regularly for holes or tears. Type B: If used consistently, about 1.5 per cent failure rate. Type C: If used consistently, about 2 per cent failure rate.	Type A: The gynecologist fits the diaphragm and instructs the woman in its use. It may be inserted with the jelly or cream as long as 6 hours before intercourse and should remain in place until 6 hrs. after intercourse. Type B: The woman must apply the foam in the vagina not more than one hour before intercourse. It is effective immediately. Foam must be reapplied for each act of intercourse. Type C: Suppositories may take up to 10 minutes to dissolve and so are not effective immediately.	Type A: The diaphragm acts as a mechanical barrier preventing the sperm from entering the uterus. The added jelly or cream is important because it renders the sperm ineffective. Type B: Same as the jelly or cream, above. Type C: Same as the jelly or cream, above.	May cause sensitivity, evidenced by rash or irritation. Type B: Same as the jelly or cream above. Type C: Same as the jelly or cream above.	Type A: Women for whom the absence of health risks is most important and who are willing to learn how to insert and remove the diaphragm. Women with limited sexual experience may have difficulty inserting the diaphragm. Type B: Women unable or unwilling to use diaphragm. Type C: Women unable or unwilling to use diaphragm.
Rhythm	High pregnancy risk.	Woman must try to determine "safe" cycle days.	When a woman is able to establish her time of ovulation, she can avoid intercourse on her "unsafe" days. To increase effectiveness, abstain at least three days before and three days after ovulation.	No physical side effects; the method may impose emotional strain.	Only women with regular cycles and those for whom the religious factor is of major importance.
Post-Coital Douche	High pregnancy risk.	Woman douches immediately after intercourse.	It presumably washes sperm out of the vagina.	May cause irritation.	No one.
Coitus Interruptus	1.5-2 per cent failure rate.	Withdrawal of penis before ejaculation.	Sperm is not deposited in the vagina.	No physical side effects but can impose emotional strain on couple. It is now known that even before ejaculation a drop of semen may be deposited in vagina. At the fertile phase and in the case of very fertile couples, this may be enough.	No one.
Condom — "safe"	1 per cent failure rate. Whether or not the condom serves its purpose is dependent upon its quality, examination for flaws, and care in application.	Condom is applied to erect penis just before insertion into vagina.	Condom is designed to receive the semen and used properly and regularly provides close to maximum protection.	May interfere with full mutual enjoyment as it dulls the acuteness of a man's sensations. Fear of the condom breaking or slipping off may inhibit female response.	MEN

The problems of Loyola (to be continued next week and forever after)

Flashback to six months ago

Last March, Loyola erupted like never before

Intensive five-day planning, backed up by several years of what college authorities termed "injustices", finally caused the provincial government to take a serious look at Loyola's desperate financial situation last March.

Quebec was not suddenly becoming duty-conscious, but the concerted action of the student association and the college community in general prodced the government to action.

Last January, Steven Sims, then LMSA president disclosed that the college senate was seriously considering hiking tuition fees by \$100 to offset financial losses.

The council president said then "we are rapidly approaching a real crisis."

"A high-level student committee has been formed to come up with steps to combat the government. The possibility of some sort of a massive demonstration has not been ruled out."

The plan for a march was later dropped. Only when a massive meeting on March 5 of some 1,000 students demanded a demonstration, did the council renew its consideration of a march.

Only days before the massive demonstration meeting in the F.C. Smith Auditorium was held, administration and faculty issued statements wholeheartedly endorsing the action of the student in their efforts to get the government moving.

The March 5 assembly, held in the "homey" atmosphere of the auditorium,



A glimpse of the second rally held during that turbulent week last March

resulted in the students requesting of the council executive action no less than a march on the legislature.

Student president Graham Nevin and his internal vice-president Robert Mercier vainly tried to calm the students' demands, though were inwardly elated that this action had been called for.

External-vice-president Kevin Newton cautioned the student assembly that the government had other priorities on its agenda and Loyola did not necessarily come first. Not satisfactory.

The meeting was finally adjourned after one hour, the majority of students hopeful that there would be a march.

The decision to march was reached overnight. The machinery of Mr. Nevin's executive went into action. Flyers and posters sprung up across campus advising "We March Wednesday March 13". This was the first "official" word the student body had of the plans.

What was termed a "Crisis Central" committee room was set up at the temporary student center and ambitious students set to the task of making

some 1000 placards. These, as is now known, were never used, nor were several thousand buttons proclaiming "Loyola demands justice" issued.

Late Monday, March 11, after virtually dozens of telegrams had arrived supporting the college's demands for money and financial equity and hundreds of signatures had been gathered at various spots during the weekend, Quebec Education Minister Jean-Guy Cardinal intervened.

He met college president Patrick G. Malone, faculty association president J.T. Copp and Mr. Nevin at the college, following a second rally in the afternoon at which Pr. Malone and Mr. Nevin had addressed the student body and announced final plans for the proposed march.

What Mr. Cardinal had to promise apparently pleased the faculty and administration representatives. Mr. Copp and Fr. Malone withdrew their support from any student march. Mr. Nevin decided to leave the final decision to the students. On Tuesday, March 12 the students voted unanimously to cancel the demonstration at Quebec.

Loyola was promised \$4,000,000 as a short-term measure to halt its financial troubles; Mr. Cardinal later issued a statement that the college would never become a CEGEP (junior college).

The crisis seemed apparently over.

Loyola's financial situation has been apparently eased by a belated order-in-council approved by the Quebec cabinet of Premier Daniel Johnson.

The order-in-council will eventually permit the college to borrow \$4,000,000, as was promised by Education Minister Jean-Guy Cardinal last March.

But drawbacks still remain.

For one, the cabinet approval must journey through up to six months of red tape before the money lands in the college bank account.

The second aspect which leaves Loyola's position still precarious stems from the nature of the order-in-council - the \$4,000,000 will go to capital expenditures as Quebec's new education policy dictates.

The operational expenditures of the college continue to be upper most in the minds of college officials. The grant per student has remained at \$550 per.

Negotiations are expected to begin soon to reassess the college's operational picture.

An Abridged History

1867

Loyola isn't seeking a charter now. In fact, it isn't even existing. But St. Mary's College -- to develop into Loyola in 1896 -- has been functioning for 19 years. Thomas D'Arcy McGee including St. Mary's in his listing of 12 Canadian institutions ear-marked for bigger and better things. "If Swiss cantons and third rate German states are able to sustain famous Universities," he said, then Canada can do the same.

1922

NOVEMBER . . . Loyola tries to attain legal independence from the University of Montreal. Quebec premier L. A. Taschereau offers his support and promises grants. But it is withdrawn.

1924

APRIL . . . Rector William Hingston, SJ, spurs new interest for autonomy by hinting at expected "changes in the near future." Lay groups spring up around the city in support of the charter. Some prominent judges and lawyers even prepare preliminary plans for Loyola's "School of Law". It ends there, however. The Apostolic Delegate and Archbishop of Montreal requests that Loyola withdraw its bid.

1948

JUNE . . . Fr. Brown announces that Loyola will prepare a bill to present to the Legislature for its charter. Archbishop Charbonneau offers his support.

1949

JANUARY . . . Premier Maurice Duplessis rejects the bid. He attributes it to the "political and financial climate" of the period.

1954

Loyola renews attempt for charter in same fashion. A similar bill -- and a similar rejection by the Duplessis regime.

1960

NOVEMBER . . . Loyola submits a private member's bill (No. 111) to the Legislature, sponsored by Mayor George O'Reilly of Verdun.

DECEMBER . . . A petition is signed by representatives of 26 Canadian colleges and universities supporting Loyola's bid. Another petition is signed

Part One

A president looks at his 'university'

NEWS: In recent years, there have been grumbings from certain quarters at Loyola that the Administration's priorities are misplaced. Possibly the most controversial example is athletics. On one hand, we support a flourishing athletic program; on the other, we tolerate a depressing supply of books in the Vanier Library. What are you views?

MALONE: It could very well be. In any one year, it is very possible for the support of one area to be out of line. But we are hoping that this won't be an annual process. It is very possible that in any one area, there is wrong emphasis. This is why a university must constantly be in a posture of self-study and self-evaluation.

I would say that one of the rather pleasant fruits of our financial embarrassment is that when we had people from various departments asking for this and asking for that, they couldn't get it. But they got along fine without it. We spend all the money we get - and a little more - so what people have to realize is that there has to be more critical examination. We are trying to do this by having areas studied by other areas who are also competing for funds.

NEWS: At one time, there obviously a decision to insure that Loyola have a diversified athletic program. Do you think this program is out of line for the size of Loyola?

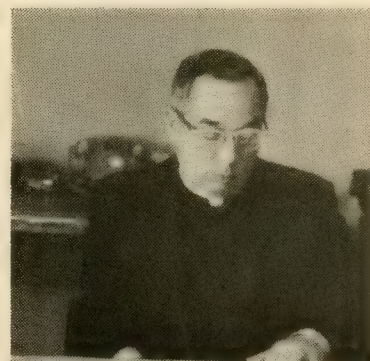
MALONE: Well, anytime a student has talked to me about this, I've said fine, cut something out of it. But nobody wants to cut anything out of it. You'll find that there are all kinds of people who don't care anything about it.

I remember people saying that 'I want to go to this or that school because it's a sports school.' Somehow, this gives it a kind of aura and it is important in the life of the college. As you know, the biggest expenses come from inter-collegiate competition which have a low ratio of participation, but it involves the school in a certain sense.

I cannot see anybody making a serious decision to withdraw from intercollegiate competition and hope that the kind of respect people have for academic effort will remain as high, if not be enhanced.

NEWS: A large slice of support for an ambitious athletic program would obviously come from students. However, the administration - with student and faculty leadership - are here to determine Loyola's priorities completely divorced from outside pressure.

MALONE: Right, I agree with that. I agree with you that there should be priorities and I agree with you that our first priority should be the thing we set up shop to do. But, to do this, we have to get into food service, dormitories, athletic programs and transportation. The is the context of modern society we cannot escape from. I think if we just isolate the problems, we are going to be in difficulty.



NEWS: Has the upgrading of athletics made any noticeable difference to the alumni?

MALONE: I wouldn't say so, no. There is not just athletics; it is the entire physical education program. It is important that we offer it, (particularly) if we get the (St. Joseph's) teacher's college up here. If you will look at the Parent Commission report, you'll find that it supports (physical education) as part of the 'revolution tranquil.'

NEWS: An athletic program is aimed at the physical well-being of the community. But last year, we had full-time coaches in inter-collegiate basketball, hockey and football - yet no full intramural director. Partly because of this, the intramural program failed and it's failed for many years. Are the priorities with that department properly placed?

MALONE: We don't spend more per student than, say, Sir George does. The kinds of cost that is involved is fixed. Once you get into a league, you have to make arrangements for travelling, for equipment and you have to have a winner. At least once in a while.

Now, as far as I know, there are more people participating in the program here than at Sir George.

The finances of education are the finances of loss. The only luxury you have is to decide where the loss in going to be. What you have is a legitimate question - mainly should priorities in one area versus another be examined. The answer to that is yes... And they are going to be.

NEWS: Loyola's will be welcoming its largest freshmen class in history. With the college's rapid growth, is quantity being stressed over quality?

MALONE: The answer to that, I think, will have to be: how many students go on to graduate school, how many distinguished scholars do you get. I think our record is good.

NEWS: But these are the majority of the students.

MALONE: There still must be quality there if we are producing more people going on to graduate school and we are producing more people who, in competition, can win distinguished scholarships.

The possibilities of the honours program are opportunities for quality we couldn't offer ten, twenty years ago. I would say that practically and college is better as an academic institution that it was 25 years ago.

If you're asking me if this is just mechanical or are we really getting through, are they thinking - well, that's a more difficult question. I would say that there is considerable evidence that reform is necessary in this area.

DECEMBER . . . A petition is signed by representatives of 26 Canadian colleges and universities supporting Loyola's bid. Another petition is signed by 30,000 people.

1961

JANUARY 4 . . . Federal leader of the Liberal Opposition, Lester Pearson, comes out in support of the college's bill. "The excellent academic standard and tradition as well as the new status it seeks should allow a new Loyola University an even wider field of endeavours," he says.

FEBRUARY 6 . . . The Alumni Association releases an independent poll taken in Montreal that indicates 63 percent of those asked were aware of Loyola's bid for a charter, 79 percent were in favour and six percent opposed.

FEBRUARY 16 . . . Premier Jean Lesage announces that Loyola's Bill No. 111 for a university charter will be delayed pending the outcome of the Parent Report on Education.

FEBRUARY 17 . . . Five hundred Loyola students march on Quebec Legislature in protest over government decision. Premier Lesage expresses his "full sympathy" and says that one "will have to go very far to convince me that Loyola should have no university charter of any kind." He urges "patience."

APRIL . . . Loyola refuses to withdraw Bill 111. Officials claim that "promises have been broken". A second poll released by alumni indicates that more than 80 percent of French-Canadians outside Montreal support Loyola's bid.

1964

NOVEMBER . . . The Parent Report on Education is released, recommending that Loyola be granted "limited university status". It suggests that Loyola be placed under lay control and that it amalgamate with Marianopolis, St. Joseph's Teacher's College and the Thomas More Institute.

DECEMBER 22 . . . A new bill is presented to the government by 12 petitioners. The bid calls for an "unrestricted" charter -- but that Loyola will settle for a limited status for the time being.

1965

JULY . . . Revenue Minister Eric Kierans announces that the bill for Loyola's charter will be delayed once again until "an overall plan" for higher education is plotted. "But recognition is forthcoming," he assures.

1966

JANUARY . . . St. Joseph's Teachers College asks the government for permission to construct new quarters as soon as possible on land adjacent to Loyola College.

MARCH . . . Dr. Roger Gaudry, rector of the University of Montreal, inflames Loyola officials by telling a Winnipeg audience that Loyola shouldn't get a charter. "New confessional universities are no longer possible," he explains. He says that the French should get a university first. Fr. Malone, in a letter to Dr. Gaudry, asks that Loyola be judged "on its own merits."

1967

JUNE . . . Eighty-two professors from Laval University sign a petition recommending that Loyola be made a permanent junior college (formerly known as "institute"). It is printed in Le Devoir.

JULY . . . During committee hearings in Quebec City on the new University of Montreal charter, Loyola sends a delegation and submits a brief regarding its position. College officials agree to postpone their drive for a charter "for the transitional period" needed to implement government plans on education. Premier Daniel Johnson expresses sympathy by saying that "we must come to the day when Loyola will grant its own degrees." Fr. Malone is quoted as saying Loyola is "much more confident" of the chances of a charter in the future.

OCTOBER . . . Education minister Jean-Jacques Bertrand announces that the provincial government will soon take "some steps" towards the creation of a second French university in Montreal.



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evaluation

Your Loyola education

Either 'active' or meaningless

By Richard De Benedetti

We have a problem, and by no means is it peculiar to Loyola. At universities across the continent the student population is being conditioned to accept a relatively passive role in the educational process. As students we are an integral part of this process. But once we are made to believe that, being students, our views are at best unacceptable and at worst irrelevant we have lost the creativity which is so necessary for education.

Just what do we each mean by "education"? Is it an effective method of absorbing large quantities of information? Granted, information is the raw material necessary for any action, but what action is possible without some personal initiative, a thirst for experiment and change? Only a mind free to accept the new and unexpected can ever hope to achieve success in the face of seemingly overwhelming problems and any education which places a premium on the amount of information absorbed cannot help but stifle the originality so necessary for effective change.

When we graduate we must take our place in society and unless we are properly trained we will not be able to fit in comfortably. Damn it! The trouble with today is that too many people want to fit in comfortably.

When the university starts training its students to meet the economic demands of our society, it treats them as patsies— as commodities which can be junked when they are no longer "useful". This denies the individuality and personal worth of each student. As soon as we are directed according to economic expediency we become pieces in a complex puzzle where the rule is survival of the fittest, and that is too depressing for me to accept.

Then what is education? The only way we will ever clarify the issue is through free discussion. Free discussion means that your opinion is not only tolerated but actually sought after, and a necessary condition for this is the equality of each individual in the group. Most people will admit that in any dialogue the partners are not actually equal, but the stronger individual must acknowledge the potential of the weaker one. Does this happen at Loyola? What do YOU think?

Through elementary and secondary schools we are brutally conditioned to suppress all original thought, and so we reach university significantly and sometimes irreversibly scarred. Guess what greets us? A student government bent on using frosh as a convenient work force and an academic structure that tries to snuff out the last vestiges of creativity. Fine, it is reasonable to expect the student body to work in the many clubs on campus, and some academic direction by the university is good, but somewhere along the line we get screwed.

All this article can do is appeal to you, the students. In the past, students have felt that they were powerless to change anything. It's called apathy. But the tragedy is that if we get together and agree on a course of action, we actually can cause change. The first step is to express ourselves at every opportunity.

One of these opportunities is the Course Evaluation. Toward the end of a course a questionnaire is distributed asking for your own views about your professor and what he teaches. Your opinions are the only data that can be used to evaluate a course and suggest possible changes.

The first two years of Course Evaluation are now over, and *the project will be restructured in the fall with McGill University*. (based on past experience.) The success of the Evaluation depends on two things. All professors must co-operate by allotting one full hour per course for the evaluation. But what is even more important is your participation. Unless you write down your feelings about a course nothing can be done.

The key to success is communication. Answer questionnaires, talk to professors, to students, join some organization, get involved, write letters to the editor of the News... do something!

education evaluation

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Loyola education and the world...

Worldwide change and Loyola education

Tomorrow begins today

By Robert Czerny

Near the beginning of our Scientific Age, Galileo had the temerity to claim that the earth was not the centre of the universe. This was too much for those who were By Special Appointment to His Majesty God, Purveyors of What Is and Is Not Natural. They pressured, Galileo apologized.

The point here is that, by all accounts, the debate did not much affect the sun, who kept on being heliocentric with inexorable indifference.

"Student unrest" -- inevitable, indifferent

Many commentators read student militancy that way, as indifferent student centrism as uncompromising anarchism, uninterested in consensus solution to localized problems.

This is true of one segment of militants, the segment that reads Herbert Marcuse and believes with him that anything short of complete subversion of a system tends to reinforce that system. In a rigged debate, the unpopular negative only sharpens the affirmative, like a whetstone (this, in less slanted terms, is one of Mill's arguments for freedom of speech); if the negative side is sincere, it ought to cancel the debate, cease discussion, and await the unexpected in the resulting vacuum.

Some who felt this way were protestors in England this spring. When a vice-chancellor met deadlock in discussions with the militants and thereupon cited their common humanity as a sign that compromise should be possible, he was told that the students were not at all interested in his humanity.

A more grand example is, of course, the French up-rising in May. The students sought total change, beyond all presently-available alternatives, of their whole society; they awaited the hanging "of the last capitalist by the innards of the last bureaucrat". Such was the revolutionary outlook that even the Communists were left out in right field.

What happened to "constructive" criticism

Those who disregard the definition of anarchism and its current *raison d'être* are bothered by the lack of "constructive" suggestions proffered by those quarters.

Fact is, you don't try to help perpetuate people whose basic methods and motivations you question.

Others have faced this unpleasant choice as well.

"People are always telling me to make PRAC-TICAL suggestions", wrote Rousseau. "You might as well tell me to suggest what people are doing already, or at least to suggest improvements which may be incorporated with the wrong methods at present in use".

In less than violent terms, the anarchist stand is that real change of a bad system depends upon change of attitudes, self-image, world-view, philosophy or whatever, of all those involved; and, as this is impossible by peaceful means, as adults can be indoctrinated or terrorized but not educated, the best course involves disruption, violent disruption, of all that is established.

Faith and Loyola

I claimed above that anarchists are only one segment of students seeking change.

The characteristic of the other segment (of interest here) is the faith of students in themselves as relevant, maturing participants in an ongoing process which involves their elders as well. The corollary of this faith is the students' hope that their elders will feel the same way, and their self confident assertion that they ought to feel that way.

These attitudes have characterized student leaders, as well as some in faculty and administration, over the past two or three years. And results have been achieved.

Before going deeper into the implications of these attitudes, and, contrary to Rousseau, mentioning specific goals, let's list these achievements.

Students began to handle most of campus discipline some years ago. Subsequently, they have been invited to some important Senate sub-committees, notably Student Life. The Grading Commission Report last year was written

by two students, one professor, and one dean.

These advances came to two climaxes last winter. The more noticeable was the fine planning, coordination, cooperation and enthusiasm of the campaign for financial recognition from Quebec. The record of the students and their leaders in this situation earned greater confidence and remains an important bit of "proof".

The other climax was the invitation of the College Senate to the student body to elect three representatives. The calm negotiations, rather than more violent "confrontation politics", leading to this climax, indicate that the attitudes, the confidence, must have existed to a rather high extent.

This contrasts remarkably with the fearful arrogance of U of T official Claude Bissell. Returning from a year at Harvard, he warned that Canadian institutions have two years to defend themselves, present compromises and get the jump on students' demands. Not that students have anything to contribute - the idea is to have the president's cigars protected from young invading punks.

Generation - gap gobbledygook

The frequently dogmatic, often blindly furious rejection of youth by the "older generation" not only leads to waste, but is also a sickly sign of self-rejection.

"History is no respecter of persons and, in the logic of our common history, what you are wrote an American friend to a group of 'elders'; he's a religious man (in the deepest sense). 'That's no justification of us, but neither can it be any injustice to you'.

"We both are sincere; though we differ, we are intimately related - as effect and cause. What disappoints me is that you seem to have lost faith in me, in your own work".

Either the world is entirely, inescapably absurd, and thus the work of one man has no reliably identifiable meaning as preparation and environment for those who come after; or the actions, thoughts and lives being played out on the stage of Now are self-conscious as meaningful and preparatory for the future.

And as such, in the latter case, only he who is completely convinced that he has achieved a "perfect system" can say that youth must change nothing but accept ("respect") everything.

Because it is in general optimistic, because it looks to the future, education does emphasize the consequence of actions - and of generations.

With the complexity of our world and the self-contradictions within our presently-popular systems, both in East and West, no one can say "the job is done", even if he does finish the particular task allotted to him. It becomes increasingly absurd for one generation of society, or one level of a hierarchy, to refuse to communicate with another and still think that the work it's poured its guts into will be understood, let alone continued or improved. To paraphrase my friend, society must trust in students the value and strength of its own training of them; if it does not trust the training and environment it provides, then we are back in absurdity.

Perhaps the key dynamic point of the argument in this section is the act of faith in oneself and others, "We both are sincere". And of course, it is much easier, both as a writer and a person, to talk about the sincerity of more distant others and lack of it in them, than to speak of these in oneself and one's peers.

As I mentioned before, the money-crisis demonstrations and near-march showed the sincerity and cooperation possible on all sides. But more important is the overall mentality that preceded the drive for student representation on college committees.

This mentality was necessarily an attitude of trust on the part of student leaders, that faculty and administration in general were interested in self-examination and change, and that their representatives would be sincerely receptive to student positions.

The sincerity, on both sides, has yet to be thoroughly tested. The "accomplishments" are really just potential.

Some specific issues

A hopeful sign is efforts to get relevant courses is something listed as History 308, "Man in

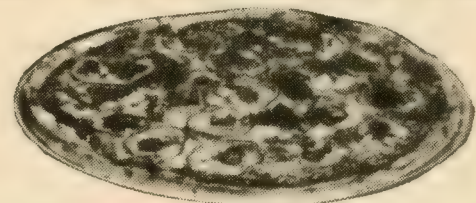
Contemporary Society". It combines lectures from many disciplines. Unfortunately, it has been difficult to get some department-chairmen to honour this interdisciplinary credit. And yet, experience in inter-disciplinary, synthetic thinking is necessary for an "expert" in some one field to understand and be able to criticize outside his field. Furthermore, without perspective, the expert can control his own competency but not the scope or (political) application of his work.

The other good sign is broadening of course definitions, class work, and examinations, permitted by last year's Grading Commission report. When a course becomes orientated, by the way it is taught and by students' traditional expectations, towards the examination, then students' thinking tends to centre on the examination as a cue. This militates against intuitive, explorative thinking, and helps promote a carrot-stick society.

An issue which has been hashed and promoted by students is that of evaluation of teaching. Without going too far into the subject, the rationale for course evaluation which has been proposed at Loyola is that the student's perception of the professor's actions are the only immediately estimable raw data on the classroom exchange (the other data is what actually stays in the student's head). Therefore, if professors are interested in their teaching, they should ensure the collection of this data for their own use. Their lukewarm cooperation with Loyola's evaluations so far falls short of this.

To sum up this ramble through the absurdity, cruelty and contradictions of our 1968 world, the Loyola picture does show genuine potential for the breakthrough of good will, sensible cooperation, and higher quality thinking and education. But the specific issues which will influence the academic year have yet to surface concretely.

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Loyola education and reform...

Academic reforms

By David Allnutt

At Loyola, there is a long way to go

A 10-hour week for Arts students, abolition of final examinations in second year, a more comprehensive general calendar and about a 20 per cent cut in residence fees for freshmen are among the foremost recommendations of last year's U. of T. MacPherson Commission Report.

The inquiry, Undergraduate Instruction in Arts and Science, though carried out at U. of T. will have a profound significance on the future of Canadian universities.

Loyola's own Committee on the Future of Loyola has been carefully considering the report in the light of the Quebec educational structure.

The committee, chaired by Dr. F.J. Hayes Dept. has issued a preliminary three page summary of its deliberations concerning the some of 98 recommendations applicable to Loyola.

The Hayes committee urges the Senate's Curriculum Committee "to make clear the possibility of individual faculty members and departments implementing recommendations immediately within the limitations of present space and personnel".

The clarifying note seems to specify that certain of the changes advocated by MacPherson will not be in evidence too shortly at Loyola.

Dr. Hayes stressed that though the MacPherson Report originates from the University of Toronto, many of its suggestions and proposals are applicable to most Canadian colleges and universities.

In reference to the first three MacPherson proposals, Loyola's committee recommends that the number of classes per week be reduced to two from three, this to include only 1 lecture and 1 discussion period.

The committee further recommends that "the maximum undergraduateload of ten hours a week, exclusive of laboratories", serve as a goal for future curriculum development.

The committee that abolition of final exams at end of 2nd year will be difficult to implement here; however, it urges that departments experiment along those lines.

It goes further than MacPherson in urging the introduction of oral comprehensive examinations for third and fourth year honors students and in recommending that "honors seminars and classes of under 15 students should be allowed to dispense with the final examinations

The Committee on the Future of Loyola has left to Senate committees the job of assessing the more important aspects of the MacPherson report, contending

they do not apply to their own sphere of interest.

Prominent among untouched recommendations are these: the faculty budget should provide for a television technician and equipment to be so available to all departments that anyone who is giving lectures may, on request, see his own lecturing on video tape, and all those who lecture should be encouraged to make use of this service.

Faculties should give all student the utmost of co-operation in educational evaluation, and the results of these student appraisals of faculty should be given to the concerned professor and the head of his department.

steps should be taken to provide more facilities to encourage faculty-student mangling.

the registration period for first year students should be extended to allow for more counselling by college registrars, departmental student advisors and col-

lege staff in as many subjects as possible.

the general clendar should be more clearly organized and should give more meaningful descriptions of subjects and courses of study.

The first recommendation above now seems feasible in light of the fact the Loyola has the facilities through its Communication Arts Dept.

Recommendation 2 requires that Loyola professors would have to give much more cooperation to students carrying out education evaluation than they do presently. MacPherson sees no need for making the reports available to the general student body "if the subject of appraisals is to improve the quality of teaching, rather than to give the students a labour-saving guide to courses".

Facilities for frequent and informal gatherings between faculty and students are much in demand at Loyola. However, Loyola is fortunate in that its en-

rolment is small as compared to the U. of T, and hence the need for closer liason is not as acute here.

The general calendar, perpetually tardy, this year more than ever, needs more careful editing. The 1967-68 calendar listed 85 courses without giving one single word of course description. One course in English was actually titled "English 397 - Full Course".

Residence fees for Langley Hall and Higgston Hall, now up \$100 to \$902 for a single room, are very high, but it is doubtful that any reduction to any extent can be considered before new residence accommodations are built on campus. While Langley Hall has many free rooms, the men's residence will be packed to capacity this year.

As more and more out-of-towners apply for admission to Loyola and residence, local students (on the Island of Montreal) will be "banned" from residence.

The MacPherson reports calls for an open residence policy.

"But we notice also that the most obvious reasons some students whose homes are in (Montreal) do not consider living in residence is a financial, not an educational one", according to the U. of T. Report.

The MacPherson Report concludes its final section on "The Undergraduate and His Environment" with recommendations that the number of study spaces in the library system be increased, that the library improve its orientation program and that the university bookstore give discounts to students on all book purchases.

Projected enrolment at Loyola this year is 3,471 (day students). Although this is an increase of over 360 from last year, there will be no proportional increase, in fact no increase at all, in the number of study seats in either of Loyola's libraries.

The Georges P. Vanier Library has space for 650 students, the Science Library for 90.

Says MacPherson: "To the extent that our recommendations about teaching and learning are implemented (i.e. decrease in number of class hours), the undergraduate's day will be centered more on libraries than on classrooms, which will greatly increase the demands on the already inadequate study space in libraries".

Though multitudes of students have the occasion to forget at times, the library is not a "caf" and its sole purpose should be academic. Yet the students are not to be given the entire blame for the chaotic situation in the libraries, especially during the examination periods when they are packed to capacity. Lack of a student union, many years in the offing, and inadequate "policing" are the prime factors.

The ABC's of 'Social Change', just tune in each Monday night

For the student with many and varied academic interests, Loyola's new course in interdisciplinary studies will undoubtedly have special appeal.

Called simply "Social Change", the course it's not listed in this year's expanded general calendar, touches upon such well-known authors as Marshall McLuhan, Hannah Arendt, Michael Harrington, Eric Fromm and H. Marcuse.

The idea for a course of this nature originated from last year's seminar on Viet Nam, given by some 35 Loyola professors.

Hawks - Doves

Dr. Geoffery Adams, chairman of the history department and also a co-organizer of the new course emphasizes that "Social Change" is not a continuation of the Viet Nam conference. "We've got hawks and doves to teach this new subject", he told the NEWS. "The course is non-partisan".

Dr. Adams is quick to point out that his role in the new department of interdisciplinary studies is a minor one. "I do the janitorial work, the organization", he says, hoping to be connected with it less once the lectures have begun.

Ralph Duder, special assistant to the president, will oversee the academic aspects of the course. He will sit in at each session to see if it weaves with the previous ones. Dr. Adams call him the academic coordinator.

Mr. Duder will give a comprehensive report to the administration on the course following its first year.

Twenty-four themes

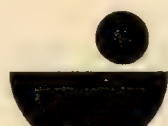
The course has been condensed to 24 themes, one to be developed each week. Lectures, as informal as possible, will be held once weekly, from 7 p.m. to 8:30 p.m. Monday evenings. Dr. Adams expects 40 Loyola students to enroll in the new course.

During the course of the week following each Monday, small one-hour seminars will be scheduled during the day.

Students will be expected to pick one of the 24 sub-themes and write a lengthy paper on it.

"Social Change" is in effect offered to all second-, third- and fourth-year students. However, says Dr. Adams, in the event that it is more popular than anticipated enrolment will be allowed on a priority basis.

It is highly possible, Dr. Adams mentioned, that a committee, perhaps under Dean of Arts Fr. G. MacGuigan, will be established to serve as "court of appeal" for students in the course. It would hear student grievances and other comments on various aspects of the department as well as evaluate student's progress.



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freshmen



In come another crop of frosh FRA events span three weeks

This year, the Freshman Reception Association will receive its largest group of college rookies ever.

september 10th 12th

Orientation seminars take place in the afternoons, with one male and one female upper class student for every ten freshmen.

saturday, september 14th

There will be a casual stag dance held in the evening as the first mixer of the fall season. Radio Loyola will provide the music, and the cost will be .50 cents per person. This sock hop begins at 8:30 pm, and campus posters will indicate the location.

september 17-18

The Freshman Variety Show this year stars the Exponian Steel Orchestra, featuring the trumpet of James Clarkson. It will be held at the F.C. Smith Auditorium at 8 p.m.. At \$1.25 per person, it is billed as one of the most professional shows ever staged during Freshman Week.

thursday, september 19th

Fashions will be modelled by Loyola coeds in the F.C. Smith Auditorium. Many door prizes will be offered at this fashion show, which happens at 2:30 p.m.

september 23th-24th

Join Days have as their purpose the exposure of the opportunities for participation within Loyola's varied clubs and societies. Predominant among the displays will be Radio Loyola's remote broadcasting

wednesday, september 25th

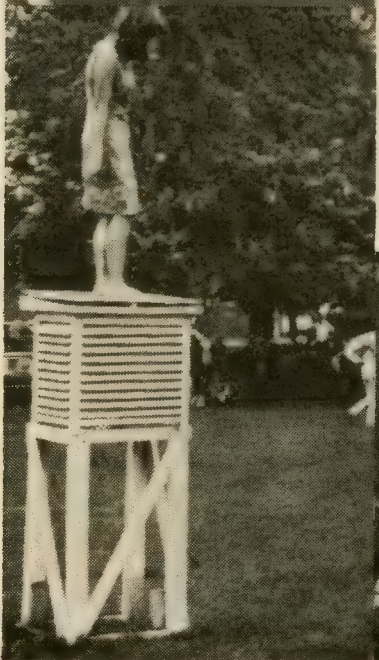
Canvassers for Loyola's Loan Fund Drive meet at 5 p.m. in the F.C. Smith Auditorium to support this worthy cause. Reimbursement for their effort will come later in the evening, in the form of a party with free refreshments.

friday, september 27th

The Sceptres, and Bob Hopkins and his Orchestra will perform at the Freshman Fling, which climaxes the freshman activities. Dress, for this annual ball at the Canadian Slovak Hall, is shirt and tie, with the price of admission at \$3.75 per couple.

saturday, september 21st

Loyola's annual splash, the car wash, will be donating its proceeds to "Care" this year. It is among the most popular of the freshman events, and is followed by an afternoon football game. The day comes to a close with a casual evening dance with free admittance to the "Bucket Brigade". All others pay 50 cents. The whole thing starts at 8 a.m. in the F.C. Smith auditorium.



Loyola and its women...

Co-ed Loyola a success? Well, it appears that way

By
Brenda
Wilson

In the last few years Loyola has seen the physical addition of buildings, libraries, and residences to the original campus to meet the increase in the student population.

And within the confines of this new space, faculties have been expanding their departments to meet the new ideas of professors, to satisfy the intellectual needs of students, and to keep up to the standards set in Canadian universities.

While all this was going on, something less easily defineable and far more complex was happening at Loyola. A female personality, distinct from that of the male, was slowly evolving, being cultivated.

When women were a new happening on this campus (and that wasn't very long ago) the fact that they were pioneers of a sort led them to feel that they were always being watched, and that they could never openly break down even under great stress. This meant frustration to say the least, unhappiness in general, and a lack of commitment to developing a real and a feminine identity, simply to maintain a stiff and solely scholarly façade.

Eventually there was an increase in numbers, and a girl began to feel like, as well as be accepted as, a whole person. Once in while there were faint rumblings from Marianopolis that it was becoming more and more important to preserve educational institutions for men and women respectively.

Having tasted both a women's college and co-education, a fairly safe personal opinion is that the former need is extinct.

There is always a problem with pioneering in that one generation settles in and establishes itself, the next generation comes along to expand the boundaries of the original homestead, they have different needs and must find or create new outlets to meet them. There is a new generation of women with every freshman class, each with a personality of her own to be developed with, by, and through all that the college has to offer.

A girl, in the time span of a single day, may experience the need for some form of artistic expression, a need for finding a place, a need for love, for giving and receiving, a need for spiritual and moral nourishment (not necessarily of the orthodox kind), a need for the "peace of sincere self-affirmation and life-affirmation".

Gone are the days when building washrooms, lounges, and residences were the most pressing needs of the girl student. Associations, sororities, clubs need new blood and new life before selectiveness, lack of imagination, and naïveté allow rigor mortis to set in.

In the center of all of this is the individual around whom all this passes, perhaps without even touching, perhaps genuinely involving. Some form of contact has to be made a paint brush on a canvass, a talk with a friend, discussions with professors, seeing a counselor for advice and referral, all of these, to try and find the best person to relate to.

Learning can be a perpetual thing, even for a girl.

Every little bit helps



NEWS photo by Michael Casey

Lapinette
the advertisement with ears.

not-so-happy lappy at her rather dull summer job.

HI GUYS!

quite happy lappy back on the campus race.

the ancient alchemists would have done better if they played around with pickling flax.

happily hoppity

the clue on any campus is to stash those summer bucks where they are safe and warm and convenient, like, at our bank frinstance, in one of our warm and friendly True Chequing Accounts!

bank of montreal
campusbank
stashville, campuswise

lapinette was hoppy as could be. after all, it is kind of fun to be back on campus after a summer of labour.

besides, there are more boys than in the flax pickling plant.

and, somehow, it is the environmental details like boys which makes life on campus fun for girls. and vice versa.

but the advantage of having put in a summer at the flax pickling plant is like mainly the scratch they pass you for your work.

not to mention the inestimable advantage of knowing how to pickle flax. in case you want to graduate from home economics and you're stuck for a thesis topic. or something.

but there should be little disagreement about the advantages which pertain to the pecuniary awards for pickilian perseverance.

so lapinette can be expected to do the best thing with her cash—the same thing she does every fall.

stash it at the friendly campusbank.

our new True Chequing Accounts beat hollow logs all hollow.

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Loyola and its religion....

Relevant today; Absent tomorrow

by Marianne McLean

Loyola: religious imperative?

Is Loyola a Catholic college?

Most Loyola students are aware of the heritage of their college. Even 15 years ago, deep union with the Catholic Church was the central fact of the school, and around it all other activities were built.

Today there are still those who accept their religion without question.

But to the vast majority, formal religion is an unknown something no longer accepted and not yet rejected.

THE BEWILDERED STUDENT

If religion is defined as the fulfillment of the laws of the Catholic Church, then there are few religious people at Loyola.

To many, however, religion means a personal relationship with the Supreme Being, or an awareness in a guiding principle; and on these terms, in spite of their own disagreement, I consider most Loyola students deeply religious.

The difference, between yesterday and today is the modern refusal to equate religion with law.

Because they differentiate between a formal and a spiritual religion, many students don't accept individual beliefs and yet still feel that they are Catholic. They tend to read more deeply and lack faith in waiting for things to happen.

Students could be described as 19th century liberals, activists, trying to change society for the betterment of all. There is so much to be done, that you can only do what seems to be a deep expression of your faith. Thus many would prefer to go to the Douglas Hospital to help with mental patients, rather than to Mass, because it is the former that they find more deeply religious.

The attitude towards Church attendance is simple and revealing: "Why do I go to Church? It is ritual more than anything else, the last straw connecting me to something that was once important in my life. Although I question, I would still like it to be important to me again. Maybe I'm a coward, afraid to hurt my parents".

Loyola compares very poorly with similar Catholic institutions in the United States, such as Marquette University, where Sunday church attendance, a symbol of the acceptance of formal religion, is over 75%.

In addition student activists in the U.S. are often motivated by Christianity in revolution, which has little or no bearing on activism at Loyola.

What are the causes of the absence of influence of formal religion?

There are three important factors which explain this phenomenon.

FORCED INDOCTRINATION

Religion is poorly taught in the primary and secondary schools, causing students to reject badly enunciated truths as irrelevant.

Moreover, in Quebec, the Catholic Church is the established church with all the evils that entails.

Finally, the whole context of Quebec at this time is one of revolt against the past, in which religion played a significant role. People identify not with religions, but with full participation in the life of the province.

In addition students are motivated not by religion, but by a desire for success, social mobility, or for participation in political and social action.

The main theme of our college years has been that of honest questioning, attempting to get beneath the forms to reach meaning. But the danger in this lies in trying to explain and give meaning to a mystery.

Yet this questioning is necessary, and without it the university would not exist.

It is natural to get hung up in a college setting. Students are now old enough to examine concepts previously accepted passively. This is the first function of the university.

And, as Father O'Neil explains, "If we are of any service religiously, we would try to expose as much of faith as we can, hoping that the student would examine it openly and honestly. Then he must make a free choice, accepting or rejecting religion, and thus assume responsibility for his own decision".

Formerly religion was the external expression of a small community; this may not, however, have corresponded to the feelings of each individual, in some cases being mere routine.

Now there is more challenge to the established way of doing things. The rate of technological and social change is much more rapid; the communications media are leading in the changing of morality, forcing students to question previously sacrosanct ideals.

Sociologists have revealed that the individual is in a general state of confusion. Religious codes are no longer deciding factors in the determination of moral behavior. In other words, if people are religious, it is because they are already good.

What fills the vacuum left by the absence of a commitment to the externals of a religion?

For some students this rejection has taken place because it is the "in" thing to do. The tragedy of the situation is that in cases like this, religion is not replaced by a substitute of equal value.

For others it is a commitment to the less fortunate, to love, or to themselves.

BELEAGUED PROFS

The religious professor at Loyola, is judged like his counterparts, on his academic proficiency. While some students find them aware of changes among students, others feel that they do not realize the serious erosion affecting the Catholic Church.

Father O'Neil, the college chaplain, makes religion relevant for the students; the Theology Department also does moderately well. But theologians, especially priests, are caught in a dilemma: they desire academic respectability (which means non-

compulsory theology courses), yet as part of a Catholic institution they want theology to play a role in the life of the student.

IS THE COLLEGE STYMIED

Loyola is different; it has its own personality which is somewhat affected by its basic religious commitment. This, is however, less apparent as Loyola grows more and more diverse.

All universities look for truth; yet Loyola's search is influenced by the belief that one important aspect of truth is God's revealed word. Thus there is a fundamental difference between Loyola, Sir George Williams and McGill, but exactly how deeply and profoundly cannot be precisely defined, and can only be related to the strength of Loyola's religious commitment.

Loyola's aim and reason for existence are part of Cardinal Newman's philosophy as stated in the calendar. But the general drift of much student sentiment is that Loyola should become a secular institution; this is also supported by Loyola's relationship with the government.

The administrators of the college, it is felt, give academic freedom freely but outside theology.

Although a small segment of the English-Catholic population reacts with shock when Loyola seems non-Catholic in its programs or opinions, the administration is very pragmatic about the college's religious image. To sum up, their attitude could be described as don't hurt the Catholic image if there is nothing to be gained.

In conclusion, general student opinion at Loyola seems to be away from the formalized structures of religion to a restless questioning of every principle, every belief.

For those who experience it, the process is long and difficult. But as long as that sort of guilt is still there, religion isn't gone.

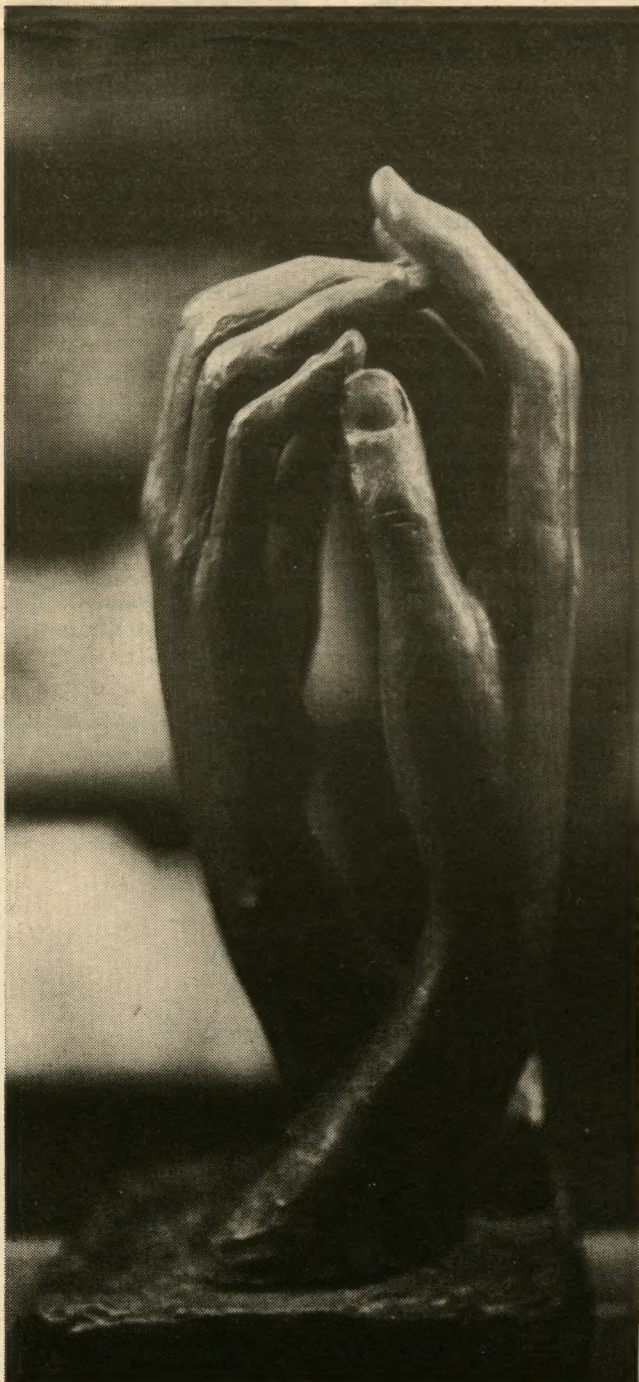
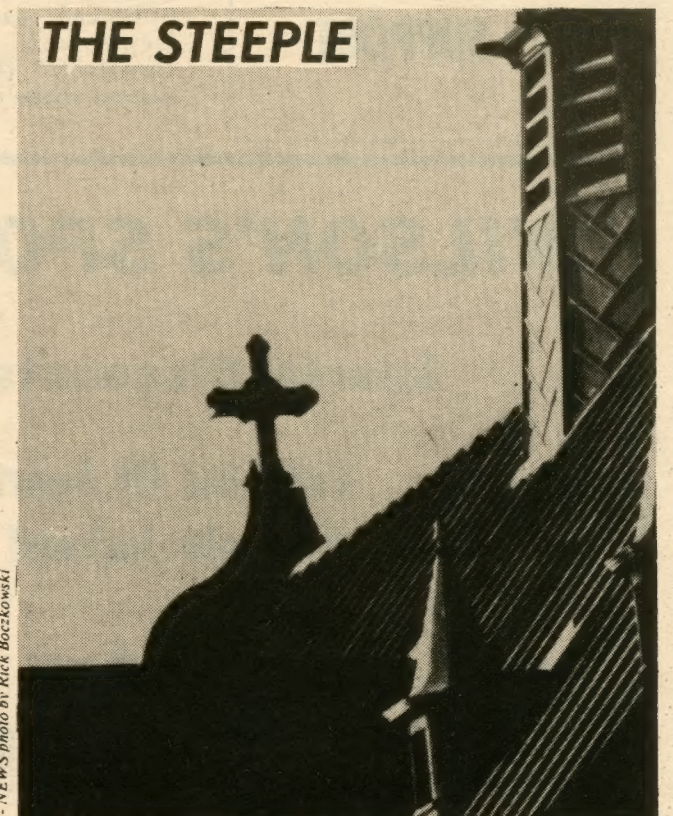
If going to church is in the end not accepted, there has been an attempt to make a personal choice and to shoulder responsibility. Nothing more can be asked.

The choice itself is arduous. One wonders who I am to question that which others much wiser see as true. Challenging the old is never easy, but to do so is to begin to learn.

This article reflects the attitude of many students; theirs is a feeling of revolt, perhaps, but also one of poignancy for something lost.

AND YEARS AGO, THIS CHAPEL WAS FILLED TO

THE STEEPLE



NEWS photo by Michael Casey

NEWS photo by Rick Boczkowski

**Can things happening elsewhere really (penetrate our mental walls)
(impregnate our plaintive calls) (resuscitate our Hallowed Halls)...**

If you didn't believe it the first time:

(reprinted from the "Georgian")

Loyola NEWS

The NEWS is published twice-weekly throughout the academic year by the Board of Publications, Loyola of Montreal Student Association, 6931 Sherbrooke St. W. The Advertising Manager is Angelo Ianni; tel. 482-5731. The number for the NEWS' offices is the same. Content is independent of the university, the student Board of Directors and the Board of Publications. Annual subscription is \$5.00.

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... and an extra swig goes to the four from up top who actually worked -- Elly, Roman, Ken and Mike... (only 40 babies to go).

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Columbia will do it again

NEW YORK (CPS) - Columbia University, three months after its history-making student rebellion, is a quiet and calm-looking campus again. It still squats like an intruder in the busy streets and roaring subways of New York City; the two-block walk from Broadway to the grassy center of the campus is still like one between two worlds.

The radicals - the SDS, the Strike Coordinating Committee - who brought the university to a halt in May are still there' although they are not now engaged in active rebellion against the university. Most are spending the summer in and out of the courtroom (the trials of the hundreds of students arrested in May are just now beginning) and planning for the fall semester, when most involved students and faculty members say another confrontation with the administration is inevitable.

The center of activity this summer is the Phi Epsilon Pi fraternity house adjacent to the campus on 114th Street, where a red flag (symbolic of anarchy) flies in place of the fraternity crest. SDS has sublet the building to house its Liberation School - an attempt to develop an alternative to present Columbia education.

The school opened June 24 with 40 curriculum "topics" in its "catalogue". It drew teaching resources from the University faculty and from New York City itself. But "teaching" is not really relevant to the Liberation School's way of doing things. Its philosophy is that learning, research, and action cannot be separated as they are by the university's brand of "higher education". Research must lead to, and is inseparable from, action - radical action in response to social problems.

"Classes" at the Liberation School are of two kinds - "raps" or Research Action Projects, and Strategy Seminars. Topics are current, mostly political, ranging from "Socio-Economic Functions of the University" (how the needs of the system shape educational institutions

and individuals) to "The Draft" to "Guerrilla Film-Making". A great number of the "raps" are "courses" in the skills needed for student revolution - newspaper production, organization, and operation of a neighborhood radio station, alliance-building between student radicals and labor. The seminars are largely a study of revolution itself - the Russian Revolution, Revolution in Latin America, the Black Liberation movement.

At the Liberation School seminars are "coordinated", not taught; the objective is turning research into concrete action. Thus students studying "Tenant Organizing" will not only talk about it - they will go out into Morningside Heights and organize the tenants of slum buildings against landlords. Students of "Street Theatre" create plays to perform on corners.

The School's seeming inability to serve as anything but a loose rallying point for Columbia's radicals is indicative of their current state of mind. They are heavily factionalized - not so much by opposition groups fighting with one another as by their divergence. Some want to organize in the black community; some want to concentrate on fighting and trying to remake the University itself; some, like Stein, want to work with labor groups to form student-worker alliances like those in France.

The results hoped for are the same: a major overhaul of social systems that make the rich richer and the poor poorer, community (cultural as well as legal) control of community institutions; destruction of a hypocritical and repressive system of law enforcement and justice. But agreement on the means of reaching those goals, and even their priority, is hard to get. And without that agreement, that sense of "solidarity" and common purpose, the Movement at Columbia cannot hope to accomplish much.

The student radicals know they want another confrontation with the University administration and Grayson Kirk this fall' but they don't

yet know what form it will take. Other observers agree that the war at Columbia is by no means over. The administration has claimed to be dealing with the students' spring demands, and has been urged by the undergraduate faculty to make at least some needed reforms in the university's structure and its philosophy of dealing with students. Whether it has done so in fact can be (and often is) debated. Faculty committees are working this summer preparing proposals for reforming the university's decision - making procedures and discipline structures, but whether or not they will be accepted by the administration and the trustees is in doubt.

Many radical students assume, and many others are beginning to assert, that the administration does not intend to modify the inflexible posture toward students who demonstrated in last spring's massive transfusion of police force during the strike, and subsequent insistence on full

Meanwhile, the SDS has one project already in the works: an international convocation of student radicals in September. The International Assembly of Revolutionary Student Movements, which is scheduled for the third week in September, just before the beginning of Columbia's fall term, will hopefully attract such student radicals as Germany's Rudi Deutschke and France's Daniel Cohn-Bendit for a program of "assemblies" where an international movement will be discussed.

Regardless of factionalism among the students and even possible concessions from the administration, however, some further uprising this fall seems inevitable. Unrest at Columbia goes deeper than the construction of a gym and the war in Vietnam, though those issues play a symptomatic role.

Unless the administration makes serious and deep-seated changes' giving the students a power base within the university, the students will attempt once again to take it.

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T.K.E.
**"The Fraternity
For Life" at
Loyola of Montreal**

or (shake the Administration by the...)?

Choose one and show how

The fight for university democracy

By Ken Whittingham

If you want answers - Begin here

Never before have so many students organized so militantly or tried so hard to reorder their colleges, their countries, or the world at large. And as a result, a somewhat stunned establishment has been asking the question, "Why are they protesting?"

The answer is that students want a greater say in defining their own destinies. They want a greater control in planning their own futures and determining what direction the world around them should take.

This desire has arisen from the anger and frustration of students who feel totally left out of the decision making processes in a society they are being groomed to serve. Their growing skepticism and concern about the accepted values and traditions of society no longer allows them to sit passively by while their future is decided upon by others and handed to them on a platter, to be accepted without comment.

One thing the student activists have taught the college administrators is that the best way to deal with student power is to anticipate it, to initiate changes before the students demand them.

In Canada today student participation, in the form of student senators, is rapidly becoming the rule rather than the exception. Students are seated, or about to be seated, on the Senates of some 20 universities across the country. In many others students are members of key Senate committees. However, the degree of participation varies widely from campus to campus.

At Loyola, students presently comprise one-third of the membership of the Senate Committee on Student Life, and student government has voting representatives on all committees and sub-committees relating to student life outside of the classroom. And, as mentioned above, as of last year three students sit on the Senate itself.

Student Power: What is it?

The leaders of all the demonstrations, the student activists, are rebelling against what some of them have described as "status quo-ism"; the feeling that order for its own sake and keeping the status quo are the most important things in life, be it in the ghetto, on the university campus, or in the halls of government. They believe the university should provide an atmosphere for reform rather than be a conservator of society.

This attitude is prevalent among activists the world over, but particularly in Europe and Latin America where student radicals view the university as a microcosm of society, with its lack of class mobility, its numerous bureaucracies, and its concentration on material goals.

The aim of the activists is to transform the university from its present state of being one huge personnel agency for the economy into a much more vocal force of social protest and reform. They believe students should not merely be preparing to enter the active world; they should be a force within it. Just what a powerful force they can be is evidenced by the turmoil they have created around the world.

Violent Protests

During this past year students triggered a crisis for the Fifth Republic in France, contributed to the short lived liberalization of Czechoslovakia, assailed the sluggish social institutions of West Germany, and brought down the government of Belgium, to mention but a few cases of student power. In the process they forced the closing of at least three dozen universities around the world, the most notable of which was the uprising at Columbia.

The reason students want a larger voice in planning decisions, in choosing professors and framing courses, is that they find much of today's university education insulting. "They pile irrelevant facts on top of you and make you regurgitate them". Students feel it is not sufficiently existential, not relevant to today's life.

They feel trapped by the fact that far too many colleges are offering monotonously similar educations, and they deeply fear this will result in a nation of people who all think the same way. This is in total contrast to the thinking of the activists, whose whole philosophy revolves around trying to make people socially aware, making them think, making them alive.

And they may be succeeding in their task for it appears the student activists have begun to move the university community toward a more involved role in the local community, towards a rethinking of the relevance of the education it is offering.

Senate

The Senate is the highest academic body at Loyola. Its terms of reference are very broad in that the Senate has the authority to "concern" itself with all matters academic, i.e. anything and everything which involves the proper functioning of the educational life of the college.

There are 28 members of Senate at Loyola. Nine are ex-officio members, i.e. they sit on the Senate by virtue of their position in the college community. Sixteen are faculty members and three are students.

Fourteen of the faculty members are elected; two are appointed by the President, but all serve for a three year term. The elected members are chosen by the faculty members in their own respective Faculty Councils: 8 from Arts, 4 Science, 1 Commerce, and 1 Engineering.

The student senators are elected by the student body for a one year term. It was only last year that they were admitted to the Senate at Loyola. At that time Loyola was one of only seven universities across Canada which had done so, the first being Simon Fraser, the mountain-top university, which seated students on its Senate in 1966.

As mentioned above, the responsibilities of the Senate cover a wide range. They include the making of all regulations regarding the academic qualifications of the faculty members, their tenure of office, and sabbatical. The Senate also determines the academic programs pursued in the college as well as the terms by which any new department may be established.

As for its relation to the average student, the Senate establishes the standards for admission to the college, the courses of study, and the qualifications for degrees. It has the power to conduct exams and appoint examiners, and also has the right to concern itself with any of the activities of the students.

The academic body also deal with all matters regarding the awarding of scholarships, prizes, or medals, and the conferring of academic degrees.

Lastly, it is the Senate which submits the academic budget, which determines how much each faculty, and consequently, what each department, will spend and on what.

The work of the Senate is carried on by means of the Committee system. There are nine Committees and various sub-committees composed of members of the faculty and administration as well as some students. Each committee is responsible for one particular area of the Senate's numerous concerns. Some examples are the Committee on Admissions, The Curriculum Committee, and the Scholarship Committee.

According to its constitution the Senate must have a minimum of four meetings a year. In actual fact, however, that number is much larger, and each succeeding year sees the Senate meeting much more frequently in order to cope with the problems raised by Loyola's continued expansion.

Board of Governors

The Board of Governors is an appointed body whose function it is to make overall policy decisions regarding the direction and shape that Loyola will take. The Governors also serve as the ultimate authorities in all matters concerning the financial position of the college.

This sphere of interest is quite distinct from the academic matters dealt with by the Senate, as shown by the fact there are no faculty representatives among the 25 members who sit on the Board.

Rather, the Governors are chosen to represent the community which Loyola serves, ethnically, religiously, and philosophically. Many of the Governors are from the business world; a number are Loyola alumni.

The original Governors were appointed by the President of the college, but the members are now named by the Nominating Committee, one of five committees which the Board established. The other four are: Finance, Building, University Government, and the Executive Committee.

During the upcoming year the Board of Governors will be discussing the revising of its statutes. If changes are made it will rearrange the administrative structure at Loyola, making it similar to that of most lay universities.

President

The President is the highest administrative officer at Loyola and, as such, is ultimately responsible for everything that ensures the day to day operation of the college community. It is his duty to see that the policies laid down by the Board of Governors and the Senate are carried out.

The President serves as both the Chairman of the Senate and Vice-Chairman of the Board of Governors. He is also an ex-officio member of all committees of the Board.

The appointment of the President, in theory, is made solely by the Provincial of the Jesuit Order in Canada, and the President is responsible to him alone. However, the advice and recommendations of individuals in the college community are taken into consideration before any decision is made on a new appointment.

The normal term of office for the President at Loyola is three years. However, this policy is flexible, as the present president has held the office for approximately nine years.

Student Participation

Nevertheless, representation on the other Senate standing committee is still being sought.

Students also sit on a Joint Conference Committee along with representatives of the Board of Governors and the Senate. Although the committee has no formal decision-making power, it is looked upon by all concerned as serving a useful purpose in that the members are educating each other as to the functions of their respective groups. Similar committees are in existence on other campuses in Canada.

Other forms of student participation at Loyola have been proposed. Last year the Students Association prepared a brief recommending, among other things, the establishment of joint faculty-student committees at the departmental level. So far, the History Department is the only one which has put the proposal into effect.

Their committee consists of three students from the History Association and three faculty members from the department. The suggestions advanced at the joint committee meetings are later discussed separately by both groups before any decision is taken by the department.

Appropriate Role

In their brief the Students Association also recommended the establishment of a standing committee consisting of members of the Board of Governors and the Students Association. Besides providing direct communication between the two groups, the Committee would also be responsible for studying the value of direct student representation on the Board. The Board of Governors accepted the brief and will be discussing the proposal during the upcoming academic year.

However, there is only one university in the country, Western Ontario, which has student representatives on the Board of Governors. This is an area where university administrations seem much more reluctant to accept the idea of student participation.

While admitting the desirability of student representation in some form, and of better communication on campus, Boards and administrators reject the theory that students have a right to run the university. The university, they point out, is not a parliamentary democracy. The rule of the majority here would mean the rule of mediocrity.

Their whole philosophy may be summed up in the words of the Committee of Presidents of Universities of Ontario when they said, "The logic of democracy does not apply here because it is not order that is at stake. Excellence is at stake, and full democracy is not appropriate to the purpose."

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